

**THE INFLUENCE OF USING SOMATIC AUDITORY VISUAL  
INTELLECTUAL (SAVI) APPROACH TOWARDS STUDENTS'  
WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST  
SEMESTER AT THE EIGHTH GRADE OF SMPN 3  
BUKITKEMUNING NORTH LAMPUNG  
IN ACADEMIC YEAR OF 2018/2019**



**A Thesis**

Submitted in a Partial Fulfillment of  
The Requirement for S-1 Degree

**By**

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## ABSTRACT

### **THE INFLUENCE OF USING SOMATIC AUDITORY VISUAL INTELLECTUAL (SAVI) APPROACH TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER AT THE EIGHTH GRADE OF SMPN 3 BUKITKEMUNING NORTH LAMPUNG IN ACADEMIC YEAR OF 2018/2019**

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This research focused on using Somatic Auditory Visual Intellectual (SAVI) Approach towards students' writing ability, so the objective of this research was to find out whether there is significant influence of using Somatic Auditory Visual Intellectual (SAVI) Approach toward students' writing ability in descriptive text at the first semester at the eighth grade of SMPN 3 Bukitkemuning North Lampung in academic year 2018/2019

The research methodology was quasi experimental design with the treatment held in 3 meetings 40 minutes for each. In this research, the researcher took two classes, one class as the experimental class and one class as the control class. In the experimental class, used SAVI approach and in the control class the researcher used Process Writing approach. The population of research was the eighth grade of SMPN 3 Bukitkemuning, North Lampung. The samples of this research were two classes consisting of 56 students. In collecting the data, the researcher used instrument in the form of writing test. The instrument was used for pre-test and post-test. After giving the post-test, the researcher analyzed the data by using SPSS.

The researcher analyzed the data by using independent sample t-test, the result was that there was an influence of using Somatic Auditory Visual Intellectual (SAVI) Approach toward students' writing ability in descriptive text at the first semester at the eighth grade of SMPN 3 Bukitkemuning north lampung in academic year 2018/2019. From the data analysis computes by using SPSS, it was obtained that  $Sig = 0.141$  and  $\alpha = 0.05$ . it means  $H_a$  is accepted because  $Sig < \alpha = 0.05$ . Therefore, there was significant influence of using Somatic Auditory Visual Intellectual (SAVI) Approach toward students' writing ability in descriptive text at the first semester at the eighth grade of SMPN 3 Bukitkemuning north lampung in academic year 2018/2019

**Keywords:** *Somatic Auditory Visual Intellectual, Writing ability, Descriptive text, Quasi experimental design*





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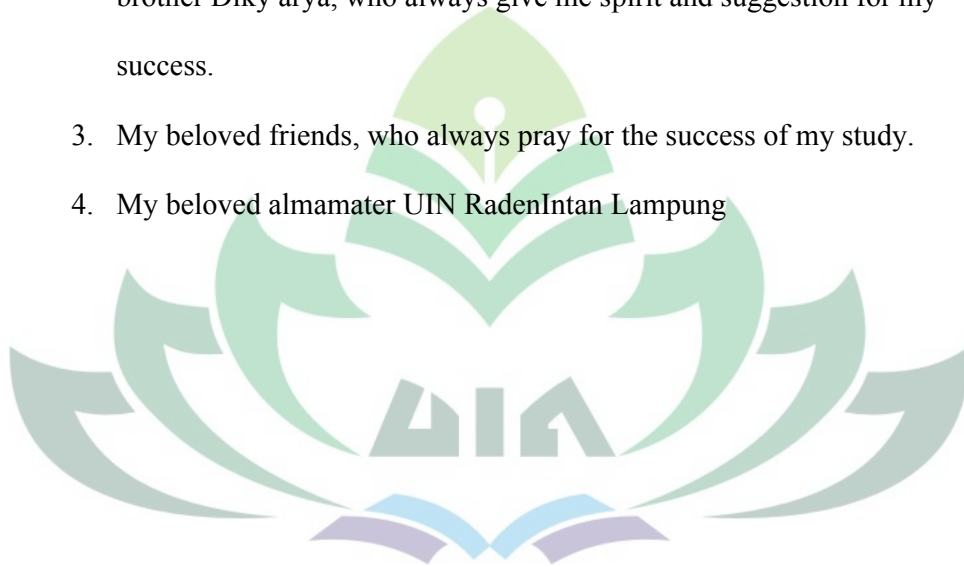
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## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Supendi and Mrs. Saonah, who always pray for my success and give me motivation to study hard until now. I love them so much.
2. My beloved brother, Dadang suhendang, Tatang khoirudin and my little brother Diky arya, who always give me spirit and suggestion for my success.
3. My beloved friends, who always pray for the success of my study.
4. My beloved almamater UIN RadenIntan Lampung



## DECLARATION

Hereby, I state this thesis entitled “The influence of using Somatic Auditory Visual Intellectual (SAVI) Approach toward students’ writing ability in descriptive text at the first semester at the eighth grade of SMPN 3 Bukitkemuning North Lampung in aademic year of 2018/2019” is completely my own work. I am fully aware I have quoted some statements and theories from various source and those are properly acknowledged in the text.



Bandar Lampung,     Maret 2019

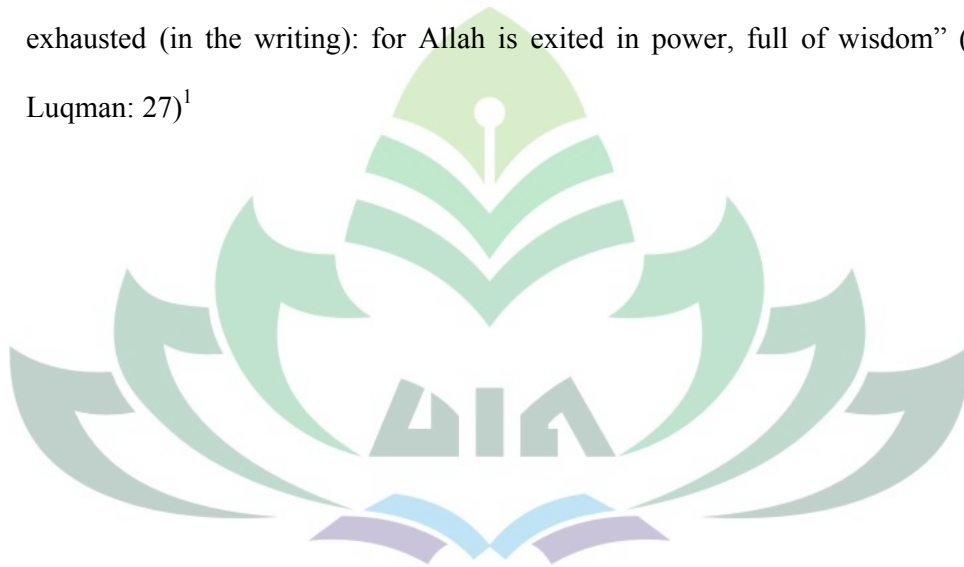
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## MOTTO

وَلَوْ أَنَّ فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ  
أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ٢٧

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet world not the words of Allah be exhausted (in the writing): for Allah is exited in power, full of wisdom” (QS. Luqman: 27)<sup>1</sup>



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<sup>1</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gem Insani), Al-Qolam:1, p.1219

## **CURRICULUM VITAE**

The researcher's name is Feni Indriani. Her nick name is Feni. She was born in Bukitkemuning (North Lampung) on February 7<sup>th</sup>, 1996. She is the third child of Mr. Supendi and Mrs. Saonah. She has two older brothers and one younger brother, they are Dadang Suhedang, Tatang Khoirudin and Diky Arya.

The researcher studied at elementary school of SDN 5 Bukitkemuning North Lampung in 2002 and graduated in 2008. Then, she continued at Junior High School of SMPN 1 Bukitkemuning North Lampung in 2008. After graduating from Junior High School in 2011, she continued her study at Senior High School at SMAN 1 Bukitkemuning North Lampung in 2011 and graduated in 2014. After that she continued her study at State Islamic University of Raden Intan Lampung (UIN) as a student of English Study Program and Teacher Training Faculty.



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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weakness in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the

thesis is useful for the researcher particularly and the readers generally,  
especially for those who are involved in English teaching profession.

Bandar Lampung,     Maret 2019

The researcher,

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Writing is one of the language skills that should be taught besides the other skills. Writing is a recursive process.<sup>1</sup> It means a process that runs repeatedly until the author finds the ideal form of writing. As the last basic language skill, writing to be achieved in English language learning has been always formed as part of the syllabus in the teaching English. In writing, students frequently have more time to think. They can go through what they know in their minds, and even consult dictionaries, grammar books, or others source to help them. It means the students need to find the right words and the right sentences when they learn and involved in writing text.

According to Raimes, writing is a skill in which we express the ideas, feelings, and thought arranged in words, sentences and paragraphs using eyes, brain, and hand.<sup>2</sup> It means that writing can express many things such as the way of thinking, knowledge, problem solution and others. In writing, the students can represent about their minds or opinions in form of written language, so indirectly the students can do communication with the reader.

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<sup>1</sup> Vicki Urquhart, Monnette Mclever, *Teaching Writing in the Contents Areas*, (Alexandria: ASCD, 2005), P.6.

<sup>2</sup> Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), p. 95.



Moreover, writing is an activity liked the ones listed above practice, experience, understanding what is expert, and knowing how to process will ease the discomfort and minimize the dislike.<sup>3</sup> So If you word of advice and comfort included these things, you have understood why your dislike of writing will lessen as you go to through this course. According the statement before, the researcher concluded that writing skill is the one of activity for the student to express and transcribing their idea in form of written language. Beside to express and transcribing their idea of form in written language is not easy.

Writing skill are complex and sometimes difficult to teach.<sup>4</sup> This skill becomes difficult to teach because needs hard thinking in procedure word sentence and paragraph at the same time. Students are unable to apply English in the written form. The students often find many problems to organize their ideas and they do some mistakes with the lack of knowledge in vocabularies, grammatical rules and tenses.

According to curriculum of junior high school, there are many kinds of text they should be learn in the first, second, and third grade, such as descriptive, narrative, recount, report, procedure, exposition, etc. Based on the syllabus in the first semester of the eighth grade of junior high school, descriptive text must be studied by students, based on the reason, the researcher chooses descriptive text for this research.

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<sup>3</sup> Christoper Tribble, *Language Teaching Writing*, (New York: Oxford University Press,1996),P.3.

<sup>4</sup> J.B. Heatson, *Writing English Language Test*, (New York: Longman, 1988),P.133.

According to Siahaan, Descriptive Text is a text which has the specific function to give description about an object (human or non human).<sup>5</sup> It means that descriptive text is one of text to describe and reveal a particular person, place or thing. Descriptive text is use simple presents tense and one of difficult text to understand and express their idea of students in form of descriptive text correctly.

Based on the preliminary research was conducted of Bukitkemuning on July 10<sup>th</sup>, 2018. It was found that the most of the students at the eighth grade still had many problems in learning English especially in writing. Based on interview with the English teacher Mrs. Yuni, she said that the students have many problems in learning English especially in writing, they did not know how to write right words, the grammar and many mistakes in mechanics such as spelling, punctuation and capitulation. The students also less motivation in learning process, they are not interested in long text such as descriptive text and lazy to open dictionary. When the students asked to make writing text, they also made so many mistakes of rules on their writing.<sup>6</sup>

The researcher also was interviewed the students. One of students is Agnes She said that writing is very difficult to learn and she got many mistakes to write right words and to express their ideas in writing, especially when she writes descriptive text.<sup>7</sup>

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<sup>5</sup>Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.89.

<sup>6</sup>Yuni Laila Sari, S.Pd, English Teacher, at SMPN 3 Bukitkemuning, on 10 July 2018 .

An interview

<sup>7</sup>Agnes Riska Nadia, One of students in SMPN 3 Bukitkemuning

Based on interviewing an English teacher and students there, the researcher found that the students' writing ability is still low and their motivation in learning English is also low. They felt hard when they wanted to write right words and express their ideas in written form by using good English. And in the fact, the teacher used process writing approach including five steps as follows: pre-writing, drafting, revising, editing and publishing. All of steps is need time too much that made students bore and not interest to follow English learning process and also process writing approach often used by the teacher to teaching writing ability.

From the all problem the researcher decided to use SAVI approach to teaching writing ability because SAVI approach only including four steps there are: Somatic it means learning by moving and doing, Auditory it means learning by talking and hearing, Visual it means observing and picturing and intellectual it means learning by problem solving and reflecting. The researcher assumed use SAVI approach made teaching and learning become fun and give solution for the teacher and student in English teaching process especially teaching writing ability. In doing preliminary research the researcher was got the data of writing score at the Eighth Grade of SMPN 3 Bukitkemuning. It was described in the Table 1 below.

**Table 1**  
**Students' Score of Writing in Descriptive Text at the Eighth Grade of**  
**SMPN 3 Bukitkemuning in the Academic Year of 2018/2019**

No	Class	Students' Score		Total
		$\geq 73$	$< 73$	
1	VIII A	6	24	30
2	VIII B	5	26	31
3	VIII C	8	20	28
4	VIII D	11	17	28
<b>Total</b>		<b>30</b>	<b>87</b>	<b>117</b>
<b>Percentage</b>		<b>25,64%</b>	<b>74,36%</b>	<b>100%</b>

Source: The data of English Score at Eighth Grade of SMPN 3 Bukitkemuning Academic Year 2018/2019<sup>8</sup>

Based on the problems in table I, there are 30 students of the 117 students who passed the test based on criteria of minimum mastery (KKM) and 87 students failed. In this case, the students' score of KKM in SMPN 3 Bukitkemuning was 30 and there are 87 students who got the score under the KKM. It means that students who got difficulty in writing 75%. It means that there were still many students who were unable to pass the criteria minimum mastery.

Based on those problems, the teacher should make students interested in learning English especially in writing. The teacher can use appropriate approach that can make the students are interested in learning English text.

One of approach is Somatic Auditory Visual Intellectual (SAVI). SAVI approach is learning does not automatically improve by having people stand up and move around. But combining physical movement with intellectual activity

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<sup>8</sup>The data of English Score at the Eighth Grade, SMPN 3 Bukitkemuning ,2018/2019, unpublished

and the use of all the senses can have a profound effect on learning.<sup>9</sup> SAVI requires the students to be more active physically as well as intelligently. Somatic is learning by moving and doing. Auditory is learning by talking and hearing. Visual is learning by seeing and picturing. Intellectual is learning by problem solving and reflecting. All four learning modes have to be present for optimal learning to occur. For example people can learn much more if they can do something while it is going on (Somatic) , talking about what they are learning (Auditory ) , they are also able to learn something by watching a presentation (Visual) and thinking through how to apply the information being presented to their job (Intellectual).<sup>10</sup> The phase using SAVI as follows: (1) presenting the aim and motivating students, (2) organizing students into group, (3) delivery information, (4) guiding working and learning group, (5) evaluating, (6) giving reward.<sup>11</sup> It means students can do a wide range of active, fun and interesting in the process learning. The advantages of SAVI approach, students can be found in accelerated learning, there are nevertheless certain shortcomings to assess the likely effect that will have on the students. SAVI approach was effectived approach that can be implemented in teaching learning writing. By using SAVI approach, the students could develop their writing ability well.

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<sup>9</sup>Dave Meier, *The Accelerated Learning*, (New York: McGraw Hill ,2000),p.42.

<sup>10</sup> A Journal from kurniawati, Developing a Model of Thematic Speaking Learning Materials Using SAVI Approach in Senior High School in Sambas Regency, West Kalimantan, available on <http://www.iosrjournals.org> /Accessed on Monday 15<sup>th</sup>,2018

<sup>11</sup> A Journal from Rotua Samosir ,The Influence of Somatic, Auditory, Visual, Intellectual Approach (SAVI) and Learning Motivation to Students Social Studies Results of Grade IV of 060809 Public Elementary School Medan Denai, available on <http://www.iosrjournals.org> /Accessed on Monday 15<sup>th</sup>,2018

There were three research related to Somatic Auditory Visual Intellectual (SAVI) approach have been conducted. The first previous research was conducted entitled by Endayani, a study about SAVI approach “Improving Students’ English Vocabulary Trough SAVI in the Fourth Grade of Elementary School Students’ Kumpulsari OKU in 2010/2011 Academic Year” The aims of her research were to improving of using SAVI approach in teaching vocabulary. She taught the four phases, including: Somatic, Auditory, Visual, and Intellectual. She applied four phases that part of SAVI approach to teach vocabulary for Fourth Grade of Elementary School. From her research, SAVI approach made activity among the teacher and students in the class more enjoyable and interesting. The result of her research was gained that SAVI can improve students’ English vocabulary mastery trough four phases of SAVI.<sup>12</sup>

The second previous research was conducted by Nurjanah, she conducted study about SAVI approach. She proves that SAVI approach was more effective than Direct Instruction method in teaching speaking for the second grade students of SMK PSM 1 Kedunggalar Ngawi in the academic year of 2013/2014. In her research, there were many students did not have high creativity and students have low creativity of speaking ability. Then, to solve the problems, Nurjanah use

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<sup>12</sup> A Journal from Tb. Endayani ,Improving Students’ Vocabulary Through SAVI At Elementary School , 2011,available on <http://www.iosrjournals.org> /Accessed on Monday 15<sup>th</sup>,2018 (Surakarta: Sebelas Maret University, 2011)



SAVI approach to improve students' speaking ability better. In short, the students speaking ability improved and the problems could be handled.<sup>13</sup>

Another previous research by Munawaroh, the previous had been done at the Seventh Grade Student of MTSN Triwarno Kutowinangun Kebumen in the academic year of 2014/2015. From the research it can be taken a conclusion that using SAVI approach was more effective to teach writing than lecturing technique. The research findings imply that use of SAVI approach can affect the student's writing ability optimally.<sup>14</sup>

From those previous research on *Somatic Auditory Visual Intellectual* (SAVI) approach, it was increased the students writing Ability and it made activity among the teacher and students in class more enjoyable and interesting.

The researcher has different research from those previous research and present research. The first previous research was used SAVI approach to improve vocabulary mastery and focus to improve student Elementary school. The second previous research was used SAVI approach but she not only focus on SAVI approach because she was used approach and method, to consider who the better approach and method to teach speaking for Vocational school and the result was SAVI approach better to teach speaking than Direct Instruction method.

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<sup>13</sup> A Journal from Novi Farida Nurjanah, The Effectiveness of Somatic Auditory Visualization Intellectually Method (SAVI) In Teaching Speaking Viewed from Students' Creativity, 2014, available on <http://www.iosrjournals.org> /Accessed on Monday 15<sup>th</sup>, 2018 (Surakarta: Surakarta State University, 2014)

<sup>14</sup> A Journal from Zaimatul Munawaroh, The Effectiveness of Somatic Auditory Visual Intellectual to Teach Writing Viewed from Students Creativity, 2012, available on <http://www.iosrjournals.org> /Accessed on Monday 15<sup>th</sup>, 2018 (Surakarta: Sebelas Maret University, 2012)

The last previous research was used SAVI approach and lecturing technique to teach writing ability for Seventh Grade and SAVI approach was improved writing ability in the final result. The researcher concluded the defferent from those previous research with this research was in this research used Somatic Auditory Visual Intellectual (SAVI) approach to teach writing ability in descriptive text for Eight Grade of SMPN 3 Bukitkemuning, the researcher expected that SAVI approach can improve the students' writing ability in descriptive text than Process Writing approach.

From the explanation above, the researcher conducted an experimental research entitled "The Influence of Using Somatic Auditory Visual Intellectual (SAVI) Approach Towards Students' Writing Ability in Descriptive Text At the first Semester of The Eight Grade of SMPN 3 Bukitkemuning in the Academic Year of 2018/2019.

### **B. Identification of the Problem**

Based on the background of the problem, the researcher was identified of the problems as follows:

1. The students' Descriptive text writing is still low
2. The teacher has never used variation approach in teaching writing
3. The students have low motivation in study English

### **C. Limitation of the Problem**

From the identification of the problem, the researcher was focused on the influence of using Somatic Auditory Visual Intellectual (SAVI) Approach Towards Students Writing Ability in Descriptive Text At the first Semester of The Eight Grade of SMPN 3 Bukitkemuning in the Academic Year of 2018/2019.

#### **D. Formulation of the Problem**

Based on identification and the limitation of the problem above, the researcher was formulated the problems as follows: Is there any significant influence of using Somatic Auditory Visual Intellectual (SAVI) Approach Towards Students Writing Ability in Descriptive Text At the first Semester of The Eight Grade of SMPN 3 Bukitkemuning in the Academic Year of 2018/2019?

#### **E. The Objective of the Research**

Based on formulation of the problem, the objective of the research was:

To know whether there is significant influence using Somatic Auditory Visual Intellectual Approach toward students' writing ability at the Eight Grade of SMPN 3 Bukitkemuning in the Academic Year of 2018/2019.

#### **F. Use of the Research**

1. Theoretically, this research was provided information for English teacher that Somatic Auditory Visual Intellectual is an alternative approach to teach writing.
2. Practically

a. For the teacher

The results of this research used for English teacher as information to choose appropriate approach in teaching writing.

b. For the students

The results of this research motivated the students in learning English especially in descriptive text.

### **G. Scope of the Research**

In this research, the researcher determines the scope of the research as follows:

#### **1. Subject of the Research**

The subject of the research were the students at the first semester of the eighth grade of SMPN 3 Bukitkemuning.

#### **2. Object of the Research**

The object of the research was used of Somatic Auditory Visual Intellectual (SAVI) and the students' descriptive text writing ability.

#### **3. Place of the Research**

The research was conducted at SMPN 3 Bukitkemuning.

#### **4. Time of Research**

The research was conducted at the First semester of 2018/2019 academic year.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Writing

##### 1. Definition of Writing

Writing is a complex socio cognitive process involving the construction of recorded messages on paper or on some other material and more recently on a computer screen.<sup>1</sup> Oshima adds that writing is a process not “product”.<sup>2</sup> It means that have to go through many stages during in the writing process to produce a good writing. Furthermore can be concluded writing is represents process of thinking which encourages the students’ English ability which stay in the minds.

According to Byrne, writing is procedure a sequence of sentences arranged in particular order and linked together in certain ways. The sequence may be very short perhaps only two or three sentences have been putting in order and linked together, they form a coherent whole.<sup>3</sup> It means that writing is the sequences of the word that is related each other and systematically in order to give the information to the reader. In addition, that written product are often the result of

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<sup>1</sup> Jhon M. Swales and Cristine B. Feak, *Academic Writing Graduate Students*, (New York: The University of Michigan, 1994),p.34.

<sup>2</sup> Alice Oshima and Ann Hague, *Writing Academic English* ,(New York: Longman 1999),P.3.

<sup>3</sup> Donn Byrne, *Teaching Writing Skills*, (London: Longman, 1993), p.3

thinking, drafting, and revising.<sup>4</sup> When we write, we think from the topic to the final draft of the writing.

While Murcia and Olshtain, writing is the production of the written words that the results on text but the text must be read and comprehended in order for communication to take place.<sup>5</sup> It can be concluded that writing is one of activities of language usage in writing section to express things our mind, feeling, ideas or thought, easy or difficult depends on their understanding of text, context, and genres.

Based on the explanation above, the researcher concluded that writing is an activity that can build a person's creativity in presenting something. It means that writing an important communication skill because in writing people will be able to convey feelings, ideas, opinions, messages and experiences to others and expressing in to a good text so the others can response it and give the feedback. In writing, learning process is the important element as arouse interest in people to think independently.

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<sup>4</sup> H. Douglas Brown, *Teaching by Principle: An interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), p.335

<sup>5</sup> Marianne Cecle Murcia and Elite Olsthain, *Discourse and Context in Language Teaching*, (London: Cambrige University Press, 2000), p.142.

## 2. Aspects of Writing

Writing is more than a medium of communication.<sup>6</sup> It means that writing is not only the way to communication to each other but also as means of ideas and emotional expression. It is needed in order the reader can receive the information clearly

In writing, there are five aspects which have to fulfill. The five aspects of writing are as the criteria of good writing. Including:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).
3. Vocabulary (the ability to use of word / idiom).
4. Languages (the ability to write in appropriate structure).
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).<sup>7</sup>

Based on the explanation above, it concluded that writing is an ability to communicate or express ideas on written form which fulfills five aspects of writing including content, organization, vocabulary, language, and mechanics effectively.

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<sup>6</sup>James C Raymond, *Writing is Unnatural Act*, (New York: The Murray Printing Company, 1980), P.2.

<sup>7</sup>Christopher Tribble, *Writing*, (New York: Oxford University Press,1996), P.130

### 3. Concepts of Writing Ability

Writing is one of the four skills of listening, speaking, reading, and writing.<sup>8</sup> Raimes states that writing is a skill in which we express ideas, feeling, and thoughts that arranged in words, sentences and paragraph by using eyes, brain and hand.<sup>9</sup> Writing is the ability to create words or idea of the writer. It means that writing ability is one of English skill that aims to express the ideas, thoughts, and feeling in order to the readers can understand about the writers' ideas, thoughts and feelings.

The concept of writing ability is the process involving two features of writing communication simultaneously, for example the concept of writing and the use of language. There are some tips which can help improving writing ability those are:

1. Use acceptable grammatical systems (e.g. tense, agreement, pluralization, patterns and rules).
2. Express a particular meaning in different grammatical forms.
3. Use cohesive devices in written discourse.
4. Use the rhetorical forms and conventions of written discourse.
5. Appropriately accomplish the communicate functions of written texts according to form and purpose.

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<sup>8</sup> Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education. 2004) p.31

<sup>9</sup> Ann Raimes, *Technique in Teaching Writing* (New York: Oxford University press, 1983), p.2



6. Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information, given information, generalization, and exemplification.
7. Distinguish between literal and implied meaning when writing.
8. Correctly convey culturally specific references in the context of the written text
9. Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the list drafts, using paraphrases and synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.
10. Brush up on grammar and style.<sup>10</sup>

Based on the explanation above, the researcher concluded that writing ability is the ability to create words or idea of the writer by expressing their ideas, feeling, and thought in order to transfer a message to the reader. Writing is not only activity of arranging words but also when people write, they should organize the rule of writing at least they write their idea to be a good proper use such aspect as content, organization, vocabulary, language, and mechanics.

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<sup>10</sup> H. Douglas Brown, *Teaching by Principle: An interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), p.343.

#### 4. Teaching Writing

Teaching writing that should be considered by the teacher into some part. The first principle of teaching writing is making the students understand the reasons for writing. The teacher explain what will they write and what they write for. It makes the students the aim of their writing. The second principle of teaching writing is providing many opportunities for the students to write. The students are provided with enough time and leisure to write because writing is not easy process. The third principle of teaching writing is making feedback helpful and meaningful. The teacher should give comments as the feedback to what the students have written. The comment must be clear and support for the students so they can do better. The fourth principle of teaching writing is clarifying for yourself, and for your students, how their writing will be evaluated. An evaluation is needed by the students as the measurement toward their writing. It will help them to increase their writing ability that before by knowing what is the mistake that they done.

Furthermore, teaching writing focused on the written product rather than on the writing process. The product is expected to the result of writing process. Appropriate writing process will deliver a good writing product in written from that can comprehend by the reader easily.

From the explanations above, the researcher take a conclusion that teaching writing is a guideline and direction for the teacher to run the teaching writing well. It helps the teacher to guide the students in good process of writing. Teaching writing consists of several steps that can be done by the teacher in supporting the teaching writing in classroom.

### **5. Types of Classroom Writing Performance**

Types of classroom writing performance should be based on the students' level and capacity. According to Brown, there are five major categories of classroom writing performance:

1. Imitative, or writing down

This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to the conventions of the orthographic code.

2. Intensive, or controlled

This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a give structure throughout.

3. Self-writing

The most silent instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

#### 4. Display writing

For all language students, short answer exercises, essay examinations and research report will involve an element of display. One of the academic skills of ESL student that they need to master is a whole array of display writing techniques.

#### 5. Real Writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.<sup>11</sup>

According to the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that would be applied in teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on the students of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill. Writing processes always deal with texts as the products.

### 6. Concept Genre of Text

According to Knapp, text is any completed act of communication such as a greeting between friend in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.<sup>12</sup> It means that text is arranging of words to be sentence.

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<sup>11</sup> *Op.Cit.* P.343-346

<sup>12</sup> Peter knapp, megan watakins, *Genre-Text-Grammar*, (Melbourne, Prell,2005), P.29

These variations are known as genre. However, Gerot and Wignel classify the genre into thirteen types. They are:<sup>13</sup>

1. Spoof

Spoof is a text to retell an event with a humorous twist. In other word, spoof is a text which tell factual story, happened in the past time with unpredictable and funny ending.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining. The order in which they occurred, it purpose is to provide the audience a description of what occurred and when it occurred. Other definition, recount is retell a series of events, usually in the order they occurred.<sup>14</sup>

3. Report

Report is a text to describe the way things are with reference to range of natural, made and social phenomena in our environment.

4. Analytical Exposition

Analytical Exposition is text to persuade the reader or listener that something in the case.

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<sup>13</sup> Linda Gerot, Peter Wignell, *Marking Sense of Functional Grammar* (New South wales : Gerd stabler, 1994), p.1992-217

<sup>14</sup> Mark Anderson and Khaty Ansderson, *Text Types in English 2*, (Shout yarra: Macmillan,1997),p.5.

### 5. News Item

News item is a text to inform readers, listeners or viewers about events of day which are considered news worthy or important.

### 6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

### 7. Narrative

Narrative is a text to assume, entertain and to deal with actual or vicarious experience in different ways. Other definition, Descriptive is a piece of text which tells a story and, in doing so, entertains or informs the readers or listener

### 8. Produce

Procedure is a text to describe how something is accomplished through sequence of actions or steps.

### 9. Description

Description text is a text to describe a particular person, place or thing.

### 10. Hortatory Exposition

Hortatory exposition text is to persuade the reader or listener that something should or should not be the case.

### 11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

## 12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

## 13. Reviews

Reviews is a text to critique an art work or event for a public audience.<sup>15</sup>

Based on those explanations, the researcher concluded, there are many kinds of texts, each of characteristics have different characteristics and purpose. And then the researcher focus on one text genre that is about Descriptive. Descriptive is a text a piece of the text which tells a story and entertains the reader or listener. By uses a Descriptive text, the student hope can comprehend the reading activities.

### **B. Concept of Descriptive Text**

There are many kinds of texts in English. Every text has the difference in definition, social function, language features, generic structure. In this case the writer will focus on descriptive text

#### **1. Definition of Descriptive text**

Descriptive text is a text which describes person, place, mood, situation and etc. Wilbur said that descriptive text is a text to create a clear picture or impression of person, place or object.<sup>16</sup> White also said that descriptive text is

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<sup>15</sup>*Ibid.*P.8

<sup>16</sup>Diane A. Wilbur, *Composition: Models and Exercises*, (New York: Brace and World,1966),p.41.

drawing in words.<sup>17</sup> It can be concluded that descriptive text is a text which presents information about something specifically with the purpose to describe a particular person, place or things specifically.

According to Warriner, descriptive text is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste).<sup>18</sup> Meanwhile, according to Barnet and Stubbs's descriptive text is description represents in word our sensory impressions caught in a moment of time. According to Barnet and Stubbs's, descriptive text is represent in words our sensory impressions caught in a moment of time.<sup>19</sup> It means in much descriptive text visual imagery dominates.

Based on that description, the researcher concluded that descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact experience other than the sense of sight, we can also use it to make descriptive text.

## 2. Social Function of Descriptive text

Social function of descriptive text: to describe a particular person, place or thing in specific.<sup>20</sup> It means that purpose of descriptive text is to give as social beings, we want to share our experience, so we write to others to describe things

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<sup>17</sup> Frade D. White, *The Writer's Art*, (California: Wadsworth Publishing Company, 1986), p. 7.

<sup>18</sup> Jhon E. Warriner, *English Grammar and Composition* (New York: Hachett publishing, 1982), p. 327.

<sup>19</sup> Barnet and Stubbs's, *Practical Guide to Writing*, (Boston: Little Brown and Company, 1983), p. 160.

<sup>20</sup> Artono Wardiman, *English in Focus: for Grade VII Junior High School (SMP/MTS)*, (Jakarta, Pusat Perbukuan, DEPDIKNAS, 2008), P. 122.



such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. As the examples in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.

### 3. Language Features of Descriptive Text

Language features of descriptive text are follows:

1. Certain nouns, for example: teacher, car, my house etc.
2. Simple present tense  
 : (+) S + V1 (s/es)+O , example : she likes swimming  
 : (-) S+ (do/does)+Not+O, example she does not like swimming
3. Detailed noun phrase to give information about subject, for example a large open rowboat, a sweet young lady, etc.
4. Some adjectives (describing, numbering, classifying),  
 For example: strong body, sharps white fang, etc.
5. Relating verb to give information about subject, for example: My mom very kind, it has very big size, etc.<sup>21</sup>

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<sup>21</sup> *Ibid*, p.123.

#### 4. Generic Structure of Descriptive Text

Generic Structure of descriptive text are:

1. Identification: identifies the phenomenon to be described
2. Description of features: describe features in order importance
  - a. Parts/things (physical appearance)
  - b. Qualities (degree of beauty, excellence or worth/value)
  - c. Other characteristics (prominent aspect that are unique).<sup>22</sup>

Based on the explanation about the descriptive text above, the researcher takes conclusion that the descriptive text is a text that describe a person, thing, places, or an animal that has been specific based on what they see, hear, taste, smell, or touch. There are two generic structures that should be contains in decriptive text, they are identification and description.

#### 5. Kinds of Descriptive Text

Descriptive text is a text to describe something, such as persons, places, or things. There are three kinds of descriptive text as follows:

- a. Description of a people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you

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<sup>22</sup> A Journal from Ayu Monika, *Generic Sructure of Text Types Found in Modul Pembelajaran of the Eleventh Grade Students at SMPN Kudus*, available on <http://www.iosrjournals.org> /Accessed on Friday 15<sup>th</sup>,2018

have often been asked, “What’s so-and-like?” In replying, you might resort to identification, an impression, or a character sketch, depending on the situation.

b. Description of a place

In describing a place for example a room, what should you describe first? the walls? the floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceeds to another one. Nevertheless, the sentences should not be randomly arranged.

c. Description of things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.<sup>23</sup>

In the case point, can be conclude descriptive text is a type of writing that describes about an object such as things, places, animals or people specifically by using declarative sentence. This kind of writing describes an object so that the reader can imagine about the object because the writer describe it specifically.

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<sup>23</sup> A Journal from Tossi Anna Ari Utami ,*Improving the Ability in Writing Descriptive Text Trough Brainstorming Technique For Grade VII Students at SMPN Piyungan*, available on <http://www.iosrjournals.org> /Accessed on Friday 15<sup>th</sup>,2018

The following is the example of descriptive text:<sup>24</sup>

## 6. Example of Descriptive Text

### Sewu Waterfall

#### Identification

Sewu waterfall is one of the most interesting place of interest in karanganyar.

#### Description

It is located not far from central city. It is about 30 kilometers east of solo. It has cool weather most of the time, and fresh air. The water falls for more than 30 meters down to a small lake, and then the waters flows to the small river. There are many funny and tame monkeys above the tress of the left and right side of the sidewalk down to the lake. The falling water looks fantastic, and the beauty of the nature is enhanced.

<sup>24</sup>SMA negeri 1 Cipongkor bandung barat, taken from:  
<http://smanegeri1cipongkor.blogspot.co.id/2013/02/berlatih-soal-descriptive-text.html/retrived>

### C. Concepts of Somatic Auditory Visual Intellectual (SAVI) Approach

#### 1. Definition of Somatic Auditory Visual Intellectual (SAVI) Approach

SAVI approach is one of the accelerated learning that was initiated by Dave Meier. According to Meier SAVI approach is leaning does not automatically by having people stand up and move around. But combining physical movement with intellectual activity and the use of all the senses can have a profound effect on learning. This is call SAVI learning. The components are easy to remember.

1. Somatic: Learning by moving and doing
2. Auditory: Learning by talking and hearing
3. Visual: Learning by observing and picturing
4. Intellectual: Learning by problem solving and reflecting.<sup>25</sup>

Meanwhile, Cottin and Benhamu say that accelerated learning creates a learning environment where positive emotions are stimulated, where each person feels capable and filled resources to learn.<sup>26</sup> It means accelerated learning involves stimulating learning environment and development of passion for learning, information communicated using multiple senses to appeal all sensory. Rose Add that accelerated leaning is a way of learning that uses the methods that match the students' preferred learning style so that students can learn naturally, easily, quickly and enjoyably.<sup>27</sup> Furthermore that methods use in accelerated learning include motivating the students' mind, acquiring the information, searching out the meaning, triggering memory, exhibit what students know, and reflecting on

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<sup>25</sup>Dave Meier, Op. Cit., P.42

<sup>26</sup> Adrian Cottin and Benhamu, *Train the Trainer in Accelerated Learning Techniques*, (Caracas: International conference and Exposition, 2007), p.55.

<sup>27</sup> Collin Rose, *Accelerated Learning*, (Sidney: Super Collage, 2001), p.32.

how the students have learn. Deporter, et al, also adds that SAVI approach is approach that combines four students learning that is somatic, auditory, visual and intellectual. Where in this learning student can move, speak, hear, see ant think directly what they are learning.<sup>28</sup> it means that learning more meaningful and interest for students with accordance of sense.

From those definitions above, the researcher concluded that SAVI approach is *Accelerated Learning*, based on the emotions, the whole body, all sense, and all the depth and breadth of personal, respect the other individual learning styles by realizing that people learn in different ways.

## **2. Components of SAVI Approach**

All four of these learning modes have to be present for optimal learning to occur. Since these components are all integrated, the best kind of learning occurs when they used simultaneously.

### **1. Somatic**

Somatic is from the Greek word for body-soma (as in psychosomatic). It denotes tactile, kinesthetic, hands on learning getting physical and using and moving your body while you learn. Somatic learning consists of some activities, such as the body and the mind are one and getting the body involved.

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<sup>28</sup>Deporter Bobby and Mike Hernacki, *Quantum Learning, Membiasakan belajar nyaman dan menyenangkan*,(Bandung: Kaifa,2013),p.130.

## 2. Auditory

The auditory minds are stronger than actually. The ears continually capture and store auditory information, even without conscious awareness. And when make own sounds by talking, several significant areas of cerebrum are activated.

## 3. Visual

Visual acuity, although more pronounced in some people than others, is stronger in everyone. The reason is because there is more equipment in everyone's head for processing visual information than any other sense.

## 4. Intellectual

The word "Intellectual" indicates what learners do in their minds internally as they exercise their intelligence to reflect on experience and to create connections, meanings, plans, and values out of it. It's the reflecting, creating, problem-solving, and meaning-building part of a person.<sup>29</sup> It means Intellectual is the sense maker of the mind, the means by which human being "thinks," integrates experience, creates new neural networks, and learns. It connects the body's mental, physical emotional, and intuitive experience together to build fresh meaning for itself. It means by which the minds turns experience into knowledge, knowledge into understanding, and understanding into wisdom.<sup>30</sup> When a learning exercise, no matter how clever it is, does not sufficiently challenge this intellectual side of a learner, the exercise will appear to many to be shallow and childish. This happens with some "creative" techniques that get people physically moving (S) and have strong auditory (A) and visual (V) input, but lack intellectual depth (I). So end up with learning

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<sup>29</sup>Dave Meier, *Loc.Cit*

that is "SAV" a superficial gloss that is bound to wash off in the first full rain of reality. But when the Intellectual side of learning is engaged, most people can accept even the most playful learning exercise without feelings that it's shallow, childish, or trite.

### **3. Procedure of SAVI Approach**

SAVI approach is an approach that combines physical movement with intellectual activity and use all sense in the learning process. According to Meier the Procedure of SAVI approach in teaching learning can be done as follows:

#### **1. Somatic**

Somatic means getting out of your seat and becoming physical active during learning process.<sup>31</sup> The teacher was use guessing game to compose a descriptive text.

#### **2. Auditory**

Auditory learners learn best when they hear and produce words.<sup>32</sup> The teacher asks students what they have heard on recorded.

#### **3. Visual**

Visual acuity is strong senses. This is because in the brain to process visual information is more than all the other senses. The teacher was use picture to help compose a Descriptive text.

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<sup>31</sup>*Ibid*, P.42-49.

<sup>32</sup>*Ibid*,p.201



#### 4. Intellectual

The word “intellectual ” as I’m using it here means involving the mind t creates its own learning. Learning is not the storage information, but the creation of meaning, knowledge and actionable value by the mind of the learner.<sup>33</sup> The teacher was asked to students to solve problems based on the topic.

While According to Collin et al, the procedure of SAVI approach in teaching learning as follows:

##### 1. Somatic

Teacher asks the students to seat in some groups and gives the topic about something, such as living things like plants, animals and non-living things like cars or oceans.

##### 2. Auditory

Students discuss the topic and they demonstrate about the topic. While demonstrating, students talk and listen.

##### 3. Visual

Watch the demonstration carefully

##### 4. Intellectual

Students write the descriptive text to the writing task individually from what they have discussed in group previously by applying the generic structure, (Title, Generic Classification and Description) and grammatical features of descriptive text.<sup>34</sup>

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<sup>33</sup>*Ibid*,p.205

<sup>34</sup>Collin Rose and Malcom Nicholl, *Accelerated Learning*,(Sidney: Super Collage ,2002),p.90.

From the procedures above, The researcher decided to use all of those steps in teaching writing ability using SAVI Approach and adds some alternative steps as follows:

1. Somatic

The teacher implemented somatic approach. The teacher given the material for the students. Then, students divided into some groups and given guessing game to students.

2. Auditory

The teacher implemented auditory approach. The teacher described about famous peoples and students listened carefully. Then, the students asked to guess based on the teacher's description.

3. Visual

The teacher implemented visual approach. The teacher showed pictures and students asked look at pictures carefully.

4. Intellectual

The teacher implemented intellectual approach. The students asked to write the descriptive text based on picture by the teacher's show.

#### **4. Advantages and Disadvantages of SAVI Approach**

SAVI was categorized as accelerated learning places emphasis on preparing the learner, providing opportunity for practice and performance. It recognized that for effective learning to take place, the focus should be on the learner and not

deliverer.<sup>35</sup> It means students need a positive physical, emotional, and social environment, their curiosity needs to be aroused and they need opportunity to practice in safe environment so that their on the job performance is enhanced. SAVI approach has advantages and disadvantages.

Advantages SAVI Approach as follow:

1. The students try to optimize their sensory in learning process more
2. The students will get maximal achievement
3. Each student learns actively in or outside the class.

Disadvantages SAVI Approach as follow:

1. Not all students are able to use their sensory in learning process
2. It could not occur to the students who have physical defect.<sup>36</sup>

It can be seen that advantages of SAVI approach, students were found in accelerated learning, there is basic shortcomings to the students. It is the sense of isolation that such students often experience. There is also disadvantage of SAVI approach is need a long time because students must pass every procedure in SAVI approach.

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<sup>35</sup> A Journal from Kurniawati, *Developing a Model of Thematic Speaking Learning Materials Using SAVI Approach in Senior High School in Sambas Regency, West Kalimantan*, available on <http://www.iosrjournals.org/> Accessed on Tuesday 25<sup>th</sup>, 2018

<sup>36</sup> A Journal from Harnoi Asrin Lumban Gaol, *The Effect of Applying SAVI Approach on Students Achivment in Writing Report Text* , available on <http://www.iosrjournals.org/> Accessed on Monday 15<sup>th</sup>, 2018

## **D. Concepts of Process Writing Approach**

### **1. Definition of Process Writing Approach**

According to Mukalel, Process writing approach is an defines that process writing approach is an alternative approach which has become popular in recent years it looks in detail at the processes writers go through when they produce texts, and practices these in class<sup>37</sup>. Similarly, Harmer states that process writing is a way of looking at what people do when they compose a written text.<sup>38</sup> In addition, Onozawa defines that process writing is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves.<sup>39</sup> In process of writing approach, there are three stages, Brown states that process writing approach tends to be framed in prewriting, drafting and revising. In the prewriting stage, it encourages the generation of ideas, which can happen in some ways, such as reading a passage, skimming or scanning, brainstorming, listing, clustering, discussing a topic or question and free writing, whereas drafting and revising stages are at the core of process writing approach.

Based on definitions above, the researcher can be concluded that process writing approach is process writing consist of some stages. There are brainstorming, planning, writing rough draft, editing, proof reading and the final product.

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<sup>37</sup> Joseph Mukalel, *Approach to English Language Teaching*, (New Delhi: Discovery Publishing House, 2006), p. 10.

<sup>38</sup> Jeremy Harmer, *How to Teach Writing*, (Harlow: Pearson Edition Ltd, 2004), p. 12.

<sup>39</sup> Cheiko Onozawa, *A study of the Process Writing Approach*, (Japan: SFL, 2010), p. 16.

## **2. Procedure of Process Writing Approach**

Process writing approach is no more than writing process approach to teach writing. Through this approach the students are expected to be able to understand writing deeply. According to Alves, Procedure of process writing approach as follows:

### **1. Pre-writing**

Pre-writing stage, or the planning stage, aims at preparing students to write and generate ideas. The pointed out that this stage is based on a number of steps such as determining the topic and the audience as well as activating student's previous knowledge through brainstorming and other activities. In this stage, students may listen to a text related to the topic, read about the topic, watch a film or even describe a picture about the topic. Pointed out that the more time students spend on pre-writing activities, the more successful their writing will be.

### **2. Drafting**

In this stage the learners are allowed to eliminate some and organize the rest of the ideas as “main support” and “example”; in other words, plan the writing. While producing the plan, it is quite normal for the students to add or delete information. Actually, they keep adding and deleting till the final product is finished.

### **3. Revising**

Revising is viewed as looking at organization, main points, support for main ideas, examples, and connections between ideas. Pointed out that

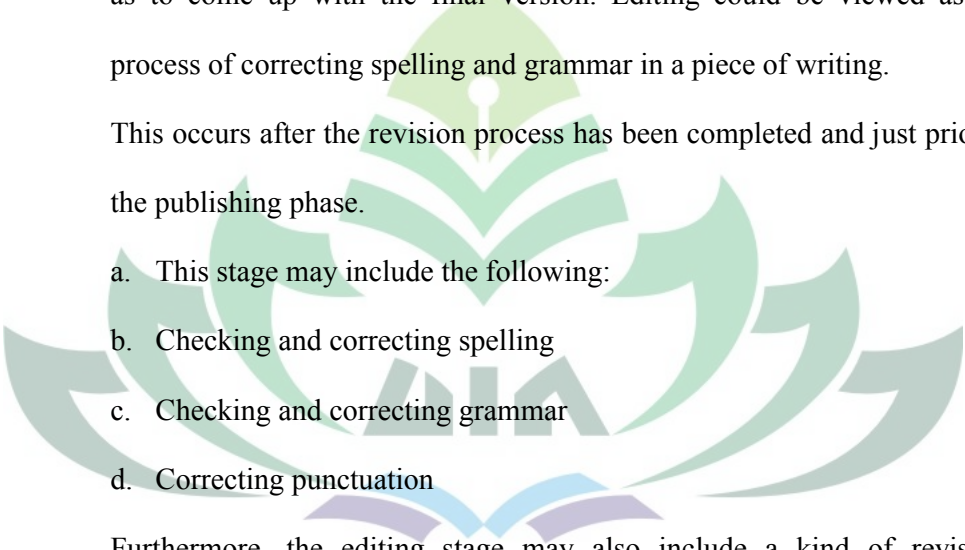


revising is considered the heart of the writing process, the means by which ideas emerge and evolve and meanings are clarified. It means argued that revising should be viewed as a thinking process that helps students refine ideas, discover new connections and explore them more deeply in an attempt to best communicate their ideas with an audience.

#### **4. Editing**

Once they have revised their writing, students move to the editing stage so as to come up with the final version. Editing could be viewed as the process of correcting spelling and grammar in a piece of writing.

This occurs after the revision process has been completed and just prior to the publishing phase.

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- a. This stage may include the following:
  - b. Checking and correcting spelling
  - c. Checking and correcting grammar
  - d. Correcting punctuation

Furthermore, the editing stage may also include a kind of revision, especially that in the process approach to writing, revision is a recursive process and can occur at any point in the writing process.

#### **5. Publishing**

This is the final stage of the writing process. In this stage the writings that were revised and edited carefully may be published. There are different ways for publishing students' writing such as: The use of classroom newspapers and magazines. The teacher may put students, written products

on walls and in halls. Students can read their writings aloud to the class. The purpose of publishing is to share and celebrate student finished products. By sharing their writing, students develop sensitivity to an audience and confidence in themselves as authors.<sup>40</sup>

While According to Hyland, there five procedures as follows:

### 1. Pre-writing

Prewriting is an important phase in the writing process. Students who are encouraged to engage in an array of prewriting experiences have a greater chance for writing achievement than those enjoined to ‘get to work’ on their writing without this kind of preparation. According to Murray and Hughes prewriting exercises do not only help students to find something to write about a specific topic, they also help them improve their writing skills in that they provide them with opportunities to generate ideas and write with confidence.<sup>41</sup> It means that practice in writing, no matter how short the exercise is to make yourself confident about your writing and to improve your skills. Usually, the activity of generating ideas ends up by making a plan or an outline. The pre-writing stage focuses on stimulating students’ creativity and letting them think about what to write and how to approach the chosen topic. To implement this stage effectively, Hedge states that teachers remind students of two important questions: the purpose of their writing and its audiences. that is, students should keep in

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<sup>40</sup>Anabel Reis Alves, *Process Writing*, (London: University of Birmingham,2008),p.65.

<sup>41</sup>Murray N and G. Hughes, *Writing up your University Assignments and Research Project*, (United Kingdom: Mc Graw Hill Education,2008),p,53.

mind the intended readers and content of the text when they make a global outline for their writing.

## 2. Drafting

Drafting is the “physical act of writing”<sup>42</sup> It is the real writing stage where the writer develops his/her topic on paper. Hedge defines drafting as the stage where the writer “puts together the pieces of the text through developing ideas into sentences and paragraphs within an overall structure.”<sup>43</sup> When writing the first draft, the student should focus on content only and forget about language and mechanical aspects such as grammar, spelling, and punctuation. S/he must write freely and try to find the best way to communicate his/her ideas.

## 3. Revising

The revising stage is the process of looking again and discovering a new vision of the writing produced in drafting. It is the stage during which the writer corrects mechanical errors and realizes substantial changes in his/her writing.<sup>44</sup> it means that revising is the stage where writers check that they have said what they wanted to say in a clear and appropriate way. states that students have the chance to refine their work during the revision stage and describes the features of revising as: “revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material.

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<sup>42</sup>Richards and Rodgers, *Approaches and Methods in Language Teaching*, (New York, Cambridge University Press, 2001), p. 45.

<sup>43</sup> Hedge T, *Writing*, (New York: Oxford, 2005), p. 66.

<sup>44</sup>Grenville, *Writing from Start to Finish: A Six Step Guide*, (Australia: Griffin Press, 2001), p. 75.

#### 4. Editing

Editing is the stage where the draft is polished. It is final step before handing out the final draft.<sup>45</sup> Students give attention to mechanics such as punctuation, spelling and grammar. Editing involves the careful checking of the text to ensure that there are no errors of spelling, punctuation, word choice and word order. In editing stage, students proofread their own writing or peers writing carefully to correct mechanics and grammatical errors.

#### 5. Publishing

Publishing that having students publish their completed works with audiences such as peers, friends, families or community, teacher can promote real communication between writers and readers in the process writing classroom since students can have real audiences who can meaningfully respond to their writing and develop confidence as authors.<sup>46</sup>

From the procedures above, the researcher decides to all off the steps in teaching writing ability using process writing and adds some alternative steps as follows:

##### 1. Prewriting

The teacher gave brinstorming and material for the students about descriptive text.

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<sup>45</sup>Jhonson A.P , *Teaching Reading and Writing*, (Rowman: Littlefield Education, 2008), p.67.

<sup>46</sup> Hyland K, *A social response to process*, (London: Genre Based, 2003), p.29

## 2. Drafting

The teacher divided the students into some group. Then, the students asked starting to write hard draft based on the topic by their idea in groups.

## 3. Revising

After their finishing and completing hard draft, the teacher asked the students to review their essay for add, chance or delete idea of their essay.

## 4. Editing

The teacher asked the students to rewrite their hard draft in paper and made an essay text in individual.

## 5. Publishing

In the last step the students were published their essay in the front of class and other students given their opinion.

All of these steps were very important for students to learn the writing through a process, because the process writing is a tool used to enable students to efficiently express their feelings, thoughts and knowledge in writing through some processes. The more students learn how to use this process efficiently and they can express themselves efficiently.

### 3. Advantages and Disadvantages of Using Process Writing Approach

#### 1. Advantages of Process Writing Approach

Advantages of Process writing as follows:

- a. Gives students the opportunity to write from their own experiences and knowledge
- b. Helps develop positive relationships between student/teacher and student/student
- c. Provides assistance with writing and editing because students get input from students/teacher
- d. Allows students to think about the message first then work on correcting mistakes in their writing
- e. Teaches students the basic skills, structures, and language of writing that can be built upon as they continue through the education process and beyond.<sup>47</sup>

#### 2. Disadvantages of Process Writing as Follows:<sup>48</sup>

- a. Process writing could be time-consuming with large classes.
- b. Teachers may not have enough time to schedule individual writing conferences in large classes.
- c. Lots of grading for the teacher.
- d. Learners who are unused to process writing will view revision as a sign of failure.

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<sup>47</sup> A Journal from Alexandra Anastasiadou , *Implementing the process writing approach in the English language classroom*, available on <http://www.iosrjournals.org/> Accessed on tuesday 19<sup>th</sup>, 2018

<sup>48</sup> *Ibid*, P.15



### E. Frame of Thinking

Learning activities of English, especially in writing, often appears monotonous and boring because the teacher uses conventional methods, approaches or techniques. Writing as one of important skill in English as the others skill such as listening, speaking and reading. From those skills, writing is the most difficult one, because the students feel that writing is difficult to study. So the students do not interest in learning English especially writing. When the students learning writing, they may be confused what to write although they know the topic which has been given by the teacher.

In order to answer the problems, the researcher assumed by *Somatic Auditory Visual Intellectual (SAVI) Approach*, it could help the students writing ability better. Using accelerated learning like *Somatic Auditory Visual Intellectual (SAVI) Approach* make the teaching and learning activity become fun, interesting and pleasing in the class. The teacher can take the advantage of it as the effective approach to help the students writing ability increase. It is also as the way to attract the students' interest and make them more active in teaching writing activity.

*Somatic Auditory Visual Intellectual (SAVI) Approach* can be very helpful for the teacher to improve their performance in teaching writing and also for the students to improve their ability in writing Descriptive text correctly. The students can learn Descriptive text easier because by SAVI approach make a visual representation of their idea that structured, so that become a concept that used by the students to

make descriptive text. Therefore, in order to achieve the aim of teaching English and encourage students' motivation in learning English, especially writing skill in descriptive text, the researcher assumes that using SAVI approach give influence to the students' writing ability in descriptive text.

#### **F. Hypothesis**

Based on problem, theories and frame of thinking which are discussed, the hypothesis of the research formulated as follows:

*Ha:* There is a significant influence of using somatic auditory visual Intellectual (SAVI) approach towards students' writing ability in descriptive text at the first semester of the eighth grade of SMPN 3 Bukitkemuning in the academic year of 2018/2019.

*Ho:* There is no a significant influence of using somatic auditory visual Intellectual (SAVI) approach towards students' writing ability in descriptive text at the first semester of the eighth grade of SMPN 3 Bukitkemuning in the academic year of 2018/2019.

### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. Research Design

In this research, the researcher was used quasi experimental design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to group. This is because the experimenter cannot artificially create groups for the experiment.<sup>1</sup> Quasi experimental design does not have random assignment. We do not have the opportunity for random assignment of students to a teacher or class. The common term for this type of group participants is intact. The researcher chose two classes, one is the control class and the other is the experimental class.

The research design is presented as follows:



<b>G1 (Random) :</b>	<b>T1</b>	<b>X</b>	<b>T2</b>
<b>G2 (Random) :</b>	<b>T1</b>	<b>O</b>	<b>T2</b>

*Notes:*

G1 : The first group (Experimental class).

G2 : The second group (Control class).

T1 : pre-test

T2 : post-test

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<sup>1</sup> John W. Cresswell, *Educational Research; Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p.309.

- X : Treatment by using SAVI Approach
- O : Treatment by using Process Writing Approach

## B. Operational Definition of Variables

The operational definition of variables are as follows:

1. SAVI approach is *Accelerated Learning*, based on the emotions, the whole body, all sense, and all the depth and breadth of personal, respect the other individual learning styles by realizing that people learn in different ways.
2. Writing is an activity that can build a person's creativity in presenting something.

## C. Population, Sample and Sampling Technique

### 1. Population

The population social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.<sup>2</sup> According to Ary et.al, large group about which the generalization is made that is called a population. A population is defined as all members of any well-defined class of people, events, or objects.<sup>3</sup> It means population in this research were all the students of the eighth grade of SMPN 3 Bukitkemuning in 2018/2019 academic year. The total number of students is 117

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<sup>2</sup>James B. Schreiber and Kimberly Asner-Self, *Educational Research the Interrelationship of Question, Sampling, Design and Analysis* (Cambridge: John Willey and Sons Inc, 2011), p.83.

<sup>3</sup>*ibid.* p.301

**Table 2**  
**The Population of the Eighth Grade of SMPN 3 Bukitkemuning**  
**in 2018/2019 Academic Year**

No	Class	Gender		Total
		Male	Female	
1	VIII A	17	13	30
2	VIII B	8	23	31
3	VIII C	13	15	28
4	VIII D	17	11	28
<b>Total Number of the Students</b>		<b>55</b>	<b>63</b>	<b>117</b>

*Source: Document at the SMPN 3 Bukitkemuning*

## 2. Sample

Arikunto state that is part of populstion which will investigate sample of this research consist of two classes.<sup>4</sup> One of class is experimental class (VIII D) and the second class is control class (VIII C). It can be concluded that sample is representation of population of research.

## 3. Sampling Technique

In getting the sample from population, the researcher was used cluster random sampling. Cluster random sampling occurs when the population is already divided into natural, preexisting groups. A cluster can be a state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, and etc.<sup>5</sup> The researcher was conducted the research at the first semester of the eighth grade. The first semester of eighth grade consists of four classes, but it is quite hard to maintain all of the eighth grade students as sample of this research, so the researcher was selected two classes as the sample. Steps in determining the experimental class and control class as follows:

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<sup>4</sup> Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta), P.207.

<sup>5</sup> Schreiber, *Op. Cit*, p.89.

1. The first, the researcher write four names of classes in small pieces of paper and then the researcher was rolled them up and put them into a glass.
2. The second, the researcher shake and chose an experimental class first by putting one of them out the glass randomly. After that, the class which comes out of the glass was become the experimental class.
3. Then, pieces of the rolled papers insert back and shake out the back to get the control class.

#### **D. Data Collecting Technique**

In collecting data, the researcher was used some techniques. They were:

1. Pre Test, it was used to know the students' descriptive text writing ability before the treatment. The test was done by asking the students to write their descriptive paragraph based on the titles that were provided. The scoring based on the appropriate of steps; contents, organization, vocabulary language and mechanic.
2. Post Test, it was done to know the students' descriptive text writing ability after they teach by using the SAVI approach. The system and degree of difficulty of post-test were same as pre-test, so both of them use to measure the students writing ability in order to know the development of students' writing ability after SAVI approach applied.



### E. Research Instrument

Before collecting the data, the researcher made an instrument. The instrument is a tool use to collect the data.<sup>6</sup> The research instrument was used in this research is writing test. The researcher made two instruments, they are pre-test and post-test. In this research, the researcher was used writing paragraph test as the instrument. Writing paragraph test was chose as the instrument because it was required the students to express their own idea and to decided the scale of instrument. It was measured certain writing abilities more effective than the objective test. Moreover the students write in their own idea and creativity, it can motivate the students to improve their writing ability.

The researcher was made two instruments, they are pre-test and post-test. The instruments of pre-test and post-test tested to compose the descriptive paragraph with the topic was decided by the researcher.

The topics are:

a. Pre-test instrument :

1. Iqbal Ramadhan
2. Raisa Andriani
3. Raffi Ahmad

b. Post-test instrument :

1. Via Vallen
2. Ruben Onsu
3. Ivan Gunawan

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<sup>6</sup>Sugiyono, *Op. Cit*, p.133.

Besides, in this research the researcher was used inter-rater to score the result of the test. The scoring was done by writer himself and another person who also score the test, the English teacher in the school. The scores of two raters are summed up and then were divided into two.

## **F. Research Procedures**

There are four steps in research procedure, they were:

### **1. Planning**

Before the researcher applies the research procedure; the researcher was made some planning to run the implementation well. There are some steps that should be plan by the researcher. The procedure of making plan of this research as follows:

#### **1) Determining the subject**

The researcher determines the subject; the researcher chose the eighth grade of SMPN 3 Bukemuning as the subject of the research. One class was the experimental class and another class was the control class.

#### **2) Preparing pre-test**

The researcher preparing a kind of test given to the students to know the students writing ability.

#### **3) Determining the material**

The researcher was determined the material that will teach to the students and material is writing.

#### 4) Preparing the Treatment

The researcher was taught writing ability by using SAVI approach in experimental class and taught by using process writing approach in control class.

#### 5) Preparing the post-test

The researcher was prepared kind of test that gave to the students to know whether the students' writing ability increased or not.

## 2. Application

After making plan, the researcher was tried to apply the research procedure was already planned. There were some steps in doing this research; they were:

- 1) In the second meeting, the researcher given pre-test. The test was in the form of write the words in 60 minutes. The students write the words with form descriptive text, with title was chose by the researcher
  - a. Iqbal Ramadhan
  - b. Raisa Andriani
  - c. Raffi Ahmad
- 2) After giving the pre-test of the students, the researcher given the treatment by using SAVI approach with theme above in experimental class and given the treatment by using Process Writing approach in the control class.
- 3) In the last meeting, the researcher given post-test. The test was in the form of write the words in 60 minutes. Post-test was administered to measure whether there an improvement of students' writing ability. The students

assigned to make a descriptive text based on the theme each of the titles consists of 60-100 words by choosing the titles that are provided.

The titles are:

- a. Via Vallen
- b. Ruben Onsu
- c. Ivan Gunawan

### **3. Reporting**

The next step was done in this research procedure is reporting. There were two steps which done in reporting. The steps as follows:

- a. Analyzing the data received from pre-test and post-test.
- b. After collecting the data, the researcher was analyzed the data by quantitative

### **G. Scoring System**

In this research, the researcher used inter-rater to score the result of the test. It means that in scoring the test is more than one rater. The researcher used the two people to score the test. The scoring was done by the researcher herself and another person who also score the test, the English teacher in the school. The scores of two raters were summed up and divided into two. The score of test is calculated based on the following scoring system proposed by Tribble:<sup>7</sup>

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<sup>7</sup> Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), p. 130

**Table 3**  
**Scoring Rubric of Writing**

Area	Score	Descriptor
<b>Task Fulfillment/ Content</b>	20-17	<b>Excellent to very good:</b> excellent to very good treatment of the subject, considerable variety of ideas or argument, independent and through interpretation of the topic, content relevant to the topic, accurate detail.
	16-12	<b>Very good to average:</b> Adequate treatment of topic, some variety of ideas or argument, some independence of interpretation of the topic, most content relevant to the topic, reasonably accurate detail.
	11-8	<b>Fair to poor:</b> Treatment of topic is hardly adequate, little variety of ideas or argument, some irrelevant content to the topic, lacking detail.
	7-5	<b>Very poor:</b> Inadequate treatment of the topic, no variety of ideas or argument, content irrelevant, or very restricted, almost no useful detail.
	4-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
<b>Organization</b>	20-17	<b>Excellent to very good:</b> Fluent expression, ideas clearly stated and supported, appropriately organized paragraphs or sections, logically sequenced (coherence), connectives appropriately used (cohesion).
	16-12	<b>Good to average:</b> uneven expressions, but main ideas stand out, paragraphs or sections evident, logically sequenced (coherence), some connectives used (cohesion).
	11-8	<b>Fair to poor:</b> very uneven expressions, ideas difficult follow, paragraphing/organization does not help the reader, logical sequenced difficult to follow (coherence), connectives largely absent (cohesion).
	7-5	<b>Very poor:</b> Lacks fluent expressions, ideas very difficult to follow, little sense of paragraphing/organization, no sense of logical sequence.
<b>Vocabulary</b>	20-17	<b>Excellent to very good:</b> Wide range of vocabulary, accurate word/idiom choice and usage, appropriate selection to match register.
	16-12	<b>Good to average:</b> adequate range of vocabulary, occasional mistakes in word/idiom choice and usage, not always appropriate.
	11-8	<b>Fair to poor:</b> Limited range of vocabulary, a noticeable number of mistakes in word/idiom choice and usage, register not always appropriate.
	7-5	<b>Very poor:</b> no range of vocabulary, uncomfortably frequent mistake in word/idiom choice and usage, no apparent sense of appropriate.
	4-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
<b>Language</b>	30-24	<b>Excellent to very good:</b> confident handling of appropriate structures, hardly any errors of (agreement, tense, number, word, order, articles, pronouns, prepositions), meaning never obscured.
	23-18	<b>Good to average:</b> Acceptable grammar but problem with more complexes structures, mostly appropriate structures, some errors of (agreement, tense, number,

		word, order, articles, pronouns, prepositions), meaning sometimes obscured.
	17-10	<b>Fair to poor:</b> Insufficient range to structures with control only shown in simple constructions, frequent errors of (agreement, tense, number, word, order, articles, pronouns, prepositions), sometimes obscured.
	9-6	<b>Very poor:</b> Major problems with structures even simple ones, frequent errors of (negation, agreement, tense, number, word, order, articles, pronouns, prepositions), meaning often obscured.
	5-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
<b>Mechanics</b>	10-8	<b>Excellent to very good:</b> Demonstrate full command of spelling, punctuation, capitalization, and layout.
	7-5	<b>Good to average:</b> Occasional errors in spelling, punctuation, capitalization, and layout.
	4-2	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	<b>Very poor:</b> Fails to address his aspect of the task with any effectiveness.

## H. The Validity and The Reliability

### 1. Validity of the Test

Validity is a matter of relevance. It means that the test measures what is claimed to be measured.<sup>8</sup> A test is valid if the test can really test what needs to be tested correctly. In other words, it has high accuracy to measure the aspects that needed to be measured. To measure whether the test has good validity or not, the researcher analyzed the test from content validity and construct validity.

#### a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbooks,

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<sup>8</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2006), p.21.



syllabus, objectives, and the judgments of subject matter specialists.<sup>9</sup> To make the test is valid, the researcher given the test related to the students' material in their school. It means that to get content validity the test was adapted with an English teacher and the student book that is the test that suitable with subject was taught to the students.

Content validity concerns whether the tests are good reflection of the materials that need to be tested. Content validity refers to instruments that are parallel with the matter was measured because in this research, the test was intend to measure students' writing ability of the eighth grade of SMPN 3 Bukitkemuning.

#### **b. Construct Validity**

Construct validity refers to assumption, showing the measurement use contains correct operational definite, which is based on the theoretical concept. Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.<sup>10</sup> It means that construct validity is focus on the aspects of the test which can measure the ability especially for students' descriptive text writing ability. In other word, construct validity is just like a concept, both of them are abstraction and generalization that need to be define so clearly that can measure and examine. When the researcher measures or scores vocabulary in writing, the researcher should make sure whether it is what really need to be measured.

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<sup>9</sup>John W. Best and James V. Kahn, *Research in Education Seventh Edition* (New Delhi: Prentice-Hall, 1995), p. 295.

<sup>10</sup>*Ibid*, p.296.

Construct validity focuses on the kind of the test that is use to measure the ability. In other word, the test can measure what need to measured. In this research, the researcher was administrated a writing test, the scoring covers five aspects of writing that are adapted from Tribble, there are: contents, organization, vocabulary, language and mechanics. To make sure, the researcher was consulted the instrument to the English teacher. By considering these five aspects were scored, the English teacher SMPN 3 Bukitkemuning. The teacher is Mrs.Yuni Liala Sari,S.Pd decided that test was obtained construct validity or not.

## **2. Readability of the Test**

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable. To know readability of the descriptive text writing ability test instrument, the researcher was followed Kouamé's research.

The participants evaluated instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.<sup>11</sup>The questions tested individually the questionnaire for readability that will be attached. After that, the researcher was measured mean of each item. Based on the finding of Kouame's research, if the

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<sup>11</sup>Julien B. Kouamé, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Western Michigan University, Journal of Multi-Disciplinary Evaluation Vol. VI No. 14 August 2010 available on journals.sfu.ca accessed on june 5<sup>th</sup>, 2018)p.133.

mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.<sup>12</sup> Furthermore, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument was quite readable and understandable by the readers or test takers.

### 3. Reliability of the Test

Reliability is a measurement of accuracy, consistency, or fairness of scores resulting administration of particular examination.<sup>13</sup> A test is reliable if the test is able to give constant result even though the test is given repeatedly to the same individuals or sample. To ensure reliability of the scores and to avoid the subjectivity, the researcher use inter-rater reliability. Inter-rater reliability was used when scores on the test are independently estimated by two or judges of raters.

They are the teacher and the researcher. To estimate the reliability of the test, the researcher uses rank order correlation as follows:

$$= 1 - \frac{6\sum D^2}{(n-1)}$$

Note:

= the number of rank order correlation (Rho)

6&1 = constant number

D = Difference of rank correlation (D=R1-R2)

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<sup>12</sup>*Ibid*, p.134.

<sup>13</sup>Schreiber, *Op. Cit*, p.110.

$N$  = the number of students.<sup>14</sup>

The researcher also uses the criteria of reliability as follows:<sup>15</sup>

1. 0.80-1.00 = very high
2. 0.60-0.79 = high
3. 0.40-0.59 = medium
4. 0.20-0.39 = low
5. 0.00-0.19 = very low

From the data gained, the reliability of pre-test was 0.93, while the reliability of post-test was 0.93. Then these results were consulted to the category of reliability test. Based on the category, it was known that the reliability test of pretest and posttest were very high reliability.

## **H. Data Analysis**

### **1. Fulfillment of the Assumptions**

After collecting the data, the researcher was analyzed the data by using technique and steps as the following:

#### **a. Normality test**

Normality test was used to know whether the data in experimental class and control class were normal distribution or not. In this research, the researcher was used statistical computation by using SPSS (*Statistical*

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<sup>14</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo, 2008), p. 332

<sup>15</sup> Suharsimi Arikunto, *Op.Cit*, p.319

*Package for Social Science*). The tests of normality employed are kolmogrov smirnov and Shapiro Wilk.

$H_o$  = the data are normality distributed

$H_a$  = the data are not normality distributed

The criteria of acceptance or rejection of hypothesis for normality test are as follows:

$H_o$  is accepted if  $\text{sig} > \alpha = 0,05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0,05$

#### **b. Homogeneity Test**

Another getting the result of normality, the researcher was done the homogeneity test in order to know whether the variance of the data is homogeneous or not. In this research, the researcher was used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test.

$H_o$  = Data have the homogenous variances

$H_a$  = Data have not the homogenous variances

In this case the criteria for the homogeneity test are:

$H_o$  is accepted if  $\text{sig} > \alpha = 0,05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0,05$

## 2. Hypothetical Test

After the researcher knows that the data were normal and homogeneous, the data was analyzed by using t-test in order to know the significance of the treatment effect.

The hypothesis formulas are:

$H_a$ : There is influence of using somatic auditory visual intellectual (SAVI) approach towards students' in descriptive text writing ability at the eighth grade of the first semester of SMPN 3 Bukitkemuning in the academic year 2018/2019.

$H_0$ : There is no influence of using somatic auditory visual intellectual (SAVI) approach towards students' in descriptive text writing ability at the eighth grade of the first semester of SMPN 3 Bukitkemuning in the academic year 2018/2019.



## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Research Procedures

The reasearch was conducted on Desember 2018. Before conducting the reseach, firstly the researcher asked permission to the headmaster and English teacher at the school. After the researcher got the permission, the researcher conducted search thought the following steps:

1. Determined the subject of the research, namely the sttudents at the eight of SMPN 3 BukitKemuning
2. Desingned the test which was the writing test
3. Determined the sample of research by using cluster random sampling
4. Held the readability of the test on Friday 2<sup>nd</sup>, 2018 ( it was given to the students out of the research sample)
5. Held pre-test on Tuesday 6<sup>th</sup>, 2018 and Thursday 8<sup>th</sup> , 2018 in order to know students' score in descriptive text writing ability before they had treatment
6. Analyzed the data was gotten through pre-test
7. Gave the treatment to the sample of the research by implementing SAVI approach in teaching and learning descriptive text writing ability.
8. Held post test on Tuesday 27<sup>th</sup> , 2018 and Thursday 29<sup>th</sup> , 2018 in order to know students' score in descriptive text writing ability after the treatments.

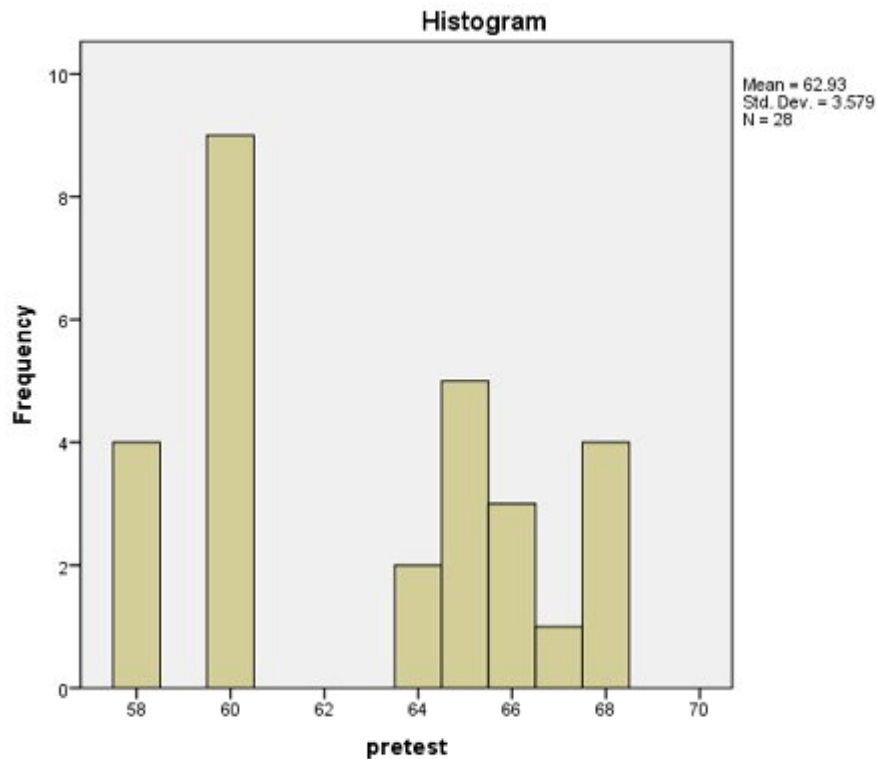
9. Analyzed the data that was gotten through pos-test. The data were analyzed by using SPSS
10. Tested the hypothesis and made the conclusion
11. Reported the result of the research

## **B. Result of the Research**

The research was aim to know whether there was any significant influence for the students' writing ability in descriptive text after they were given treatment by using SAVI approach. The research was conducted of the eight grade of SMPN 3 BukitKemuning. The number of population was 117 students of the eighth. Two classes as sample of research, they were VIII C and D. In this case writer used cluster random sampling when choosing the sample. Furthermore, the instrument of this research was written test especially in descriptive text.

### **1. Result of Pre-test in Control Class**

The researcher conducted pre-test in order to find out the previous students' descriptive text writing ability. The pre-test was administered on November Tuesday 6<sup>th</sup>, 2018 at 07.30 a.m for class VIII C as the control Class can be seen in figure 1.



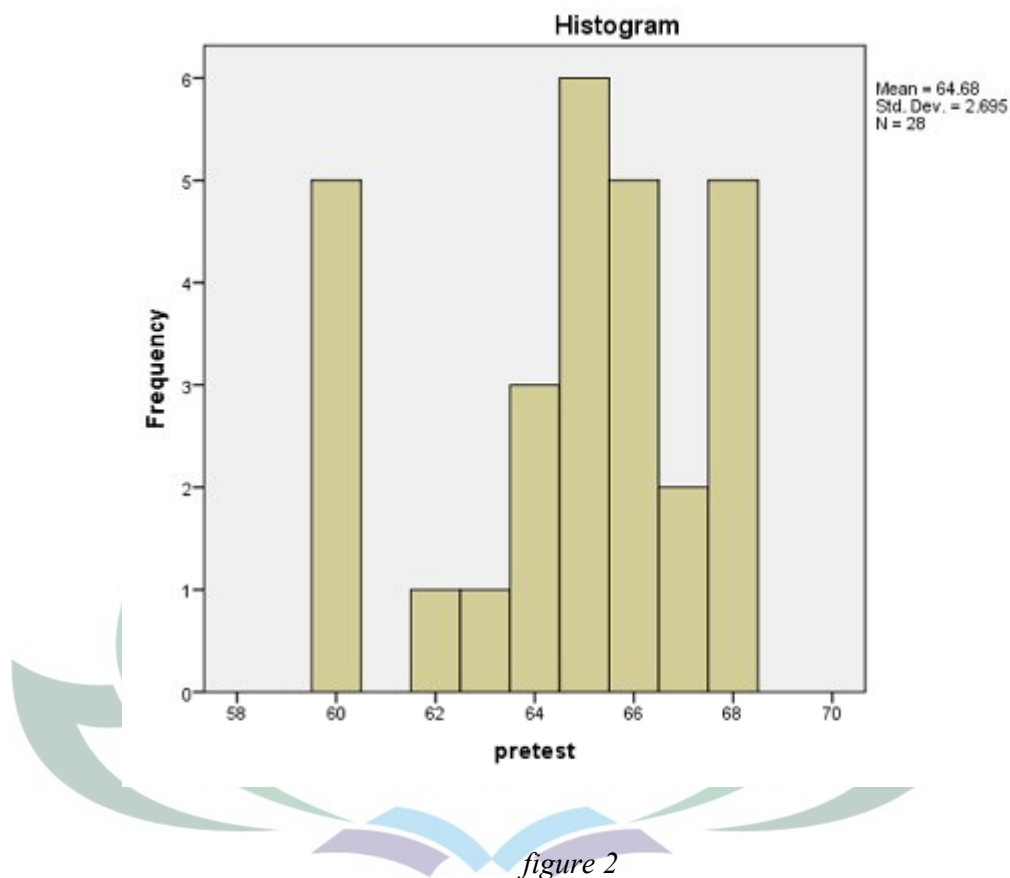
*Figure 1*  
*The Result of Pre-Test Control Class*

Based on the figure 1, the mean of pre-test in control class is 62.93, standar deviation on this figure was 3.579, N was 28, median was 64.00, variance was 12.810, minimum score was 58, and maximum score was 68 It was showed students' descriptive text writing ability before they got treatments.

## **2. Result of Pre-test in Experimental class**

The pre-test was administrated on November Thursday 8<sup>th</sup>, 2018 at 09.30 a.m for class D as the experimental class can be seen in figure 2. The pre-test

was administrated in order to know students' descriptive text writing ability before the treatment given by using SAVI approach.

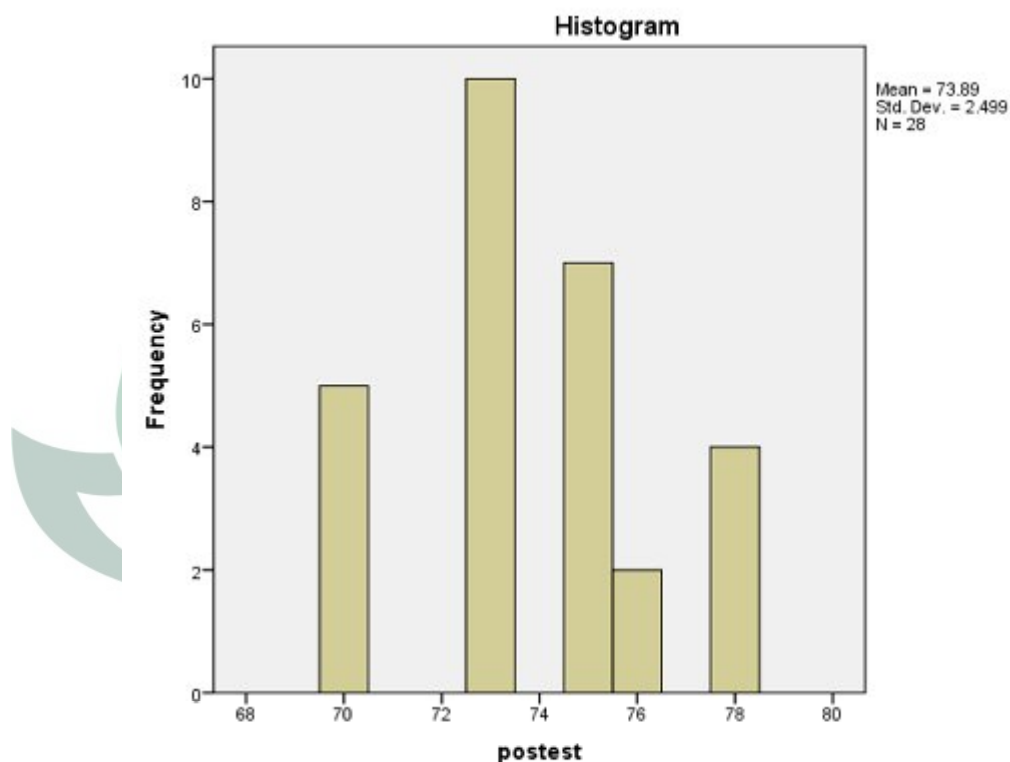


*figure 2*  
*The Result of Pret-Test Experimental Class*

Based on the figure 2, the mean of pre-test in experimental class is 64.68, standar deviation on this figure was 2.695, N was 28, median was 65.00, variance was 7.263, minimum score was 60 and maximum score was 68. It showed students' descriptive text writing ability before they got treatments.

### 3. Result of Post Test in Control Class

The researcher gave post test in control class to know students' descriptive text writing ability after the treatment. It was administrated on November Tuesday 27<sup>th</sup>, 2018 at 07.30 a.m . the score of post test in experimental class are presented in figure 3.

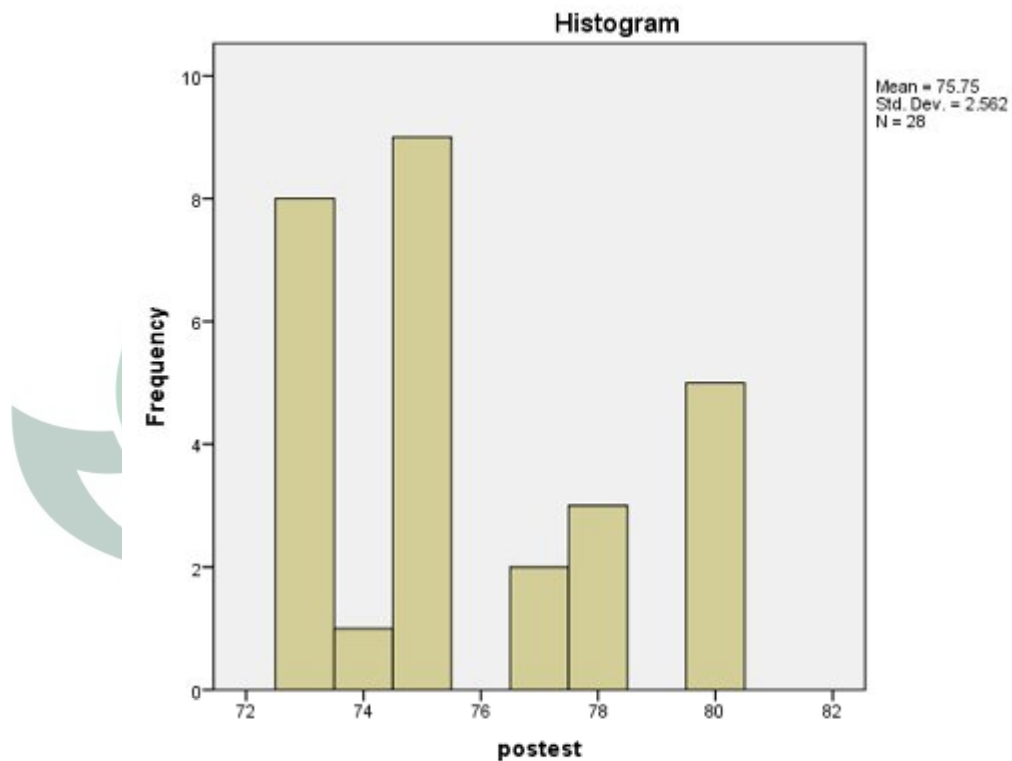


*figure 3*  
*The Result of Post-Test Control Class*

Based on figure 3, the mean of post-test in control class was 73.89 and standar deviation on this figure was 2.499, N was 28, median was 73.00, variance was 6.247, and minimum score was 70, maximum score was 78. It showed students' narrative text writing ability after they are taught by Process writing approach.

#### 4. Result of Post Test in Experimental Class

The researcher also gave post-test in experimental class to know students' descriptive test after the treatment. It was administrated on November Thursday 29<sup>th</sup>, 2018 at 09.30 a.m. the score of post test in control class are presented in figure 4.



*Figure 4*  
*Result of Post test in the Experimental Class*

Based on the figure 4, the mean of post test in experimental class was 75.75 and standar deviation was 12.562, N was 28, median was 75.00, variance was 2.562, and minimum score was 73, maximum score



was 80. It showed students' descriptive text writing ability after they got treatments by using SAVI approach.

### **C. Result of Data Analysis**

After collecting the data, the researcher analyzed the data by using independent t-test. There were two assumption that must be done before the researcher analyzed the data by using independent t-test.

#### **1. Fulfillment of the Assumption**

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They were normality test and homogeneity test. First the researcher determined the normality test, it did to know whether the data in experimental and control class has the normal distribution or not. Then, the researcher determined the homogeneity test, the researcher did the homogeneity test to know whether the data was homogenous or not.

#### **a. Result of Normality Test**

The normality Test is used to measure whether the data in experimental and control classes are normally distributed or not. In this research, the researcher used statistical computation by using SPSS.

The hypothesis formulas as follows :

$H_0$  = the data are normal distribution

$H_a$  = the data are not normal distribution

The criteria acceptance :

$H_0$  is accepted if  $\text{sig} (P_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} (P_{\text{value}}) < \alpha = 0.05$

**Table 4**  
**The Result of Normality Test of Experimental and Control Class**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Gain_score experimental class	.167	28	.043	.948	28	.173
control class	.178	28	.024	.949	28	.184

a. Lilliefors Significance Correction

Based on the table 3, it can be seen that Sig. ( $P_{\text{value}}$ ) for experimental class was 0,173 and Sig. ( $P_{\text{value}}$ ) for control class was 0,184 and  $\alpha = 0,05$  it means that  $\text{sig} . (P_{\text{value}}) > \alpha$  and  $H_0$  is accepted. Based on the gain of the experimental and control class.

#### **b. Result of Homogeneity Test**

After the researche got the conclusion of normality test, the researcher did the homogeneity test to knwo wheter the data was homogeneous or not. This research , the researcher used Levene Test using SPSS.

The hypothesis formulas as follows:

$H_0$  = the variance of the data is homogenous

$H_a$  = the variance of the data is not homogenous

The criteria acceptance :

$H_0$  is accepted if  $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig. } (P_{\text{value}}) < \alpha = 0.05$

**Table 5**  
**The Result of Homogeneity Test of Experimental and Control Class**

gain score			
Levene Statistic	df1	df2	Sig.
.087	1	54	.769

Based on the table 4, it can be seen that  $\text{Sig. } (P_{\text{value}}) = 0,769 > \alpha = 0,05$ . It means that  $H_0$  was accepted because  $\text{Sig. } (P_{\text{value}}) > \alpha = 0,05$ . The variance of the data was homogeneous.

### c. Result of Hypothetical Test

After the researcher knew that the data are normal and homogeneous, the data analyzed by independent sample t – test in order to know the significance of the treatment effect.

The hypotheses as follows :

$H_a$  : There is significant influence of using SAVI approach towards students' writing ability in descriptive text at the eight grade of the first semester of SMPN 3 BukitKemuning North Lampung in the academic Year of 2017/2018.

$H_0$  : There is no significant influence of using SAVI approach towards students' writing ability in descriptive text at the eight grade of the first

semester of SMPN 3 BukitKemuning North Lampung in the academic Year of 2017/2018.

The criteria of the test as follows:

$H_a$  is accepted if  $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$

$H_0$  is accepted if  $\text{Sig. } (P_{\text{value}}) < \alpha = 0.05$

**Table 6**  
**The Result of Hypothetical Test**

t	Df	Sig. (2-tailed)
-1.494	52.420	.141

Based on the results obtained in the able 5, it is that value of significant generated  $\text{Sig. } (P_{\text{value}}) = 0,141 < 0,05$  . so  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation , it can be concluded that there was as significant influence of using SAVI approach toward students' descriptive text writing ability at the first semester of the eight grade at SMPN 3 BukitKemuning North Lampung in academic year of 2017/2018.

#### **D. Discussion**

Based on the research that had been conducted, there was a significant influence of using SAVI approach towards students' writing ability in descriptive text at the first semester of the eighth grade at SMPN 3 Bukitkemuning North Lampung in the academic year of 2018/2019. SAVI approach helped the students develop their ideas especially in making descriptive text. Based on the result

research, the researcher did the pre-test to know the students' ability before the treatment. The result showed that the mean score of post-test between experimental class and control class were slightly different. The mean score of post-test in experimental was 75.75. While the mean score of post-test in control class was 73.89.

In conclusion, the students can learn descriptive text easier because by SAVI approach. It was supported by Dave Meier, he say that SAVI approach is learning does not automatically improve by having people stand up and move around but combining physical movement with intellectual activity and the use all the sense can have a profound effect on learning.<sup>1</sup> It means that students were made visual representation of their idea that structured become concept by used all the sense so students to make descriptive text. Therefore , in order to achive the aim of teaching English and encourage students' motivation in learning English, especially writing descriptive text.

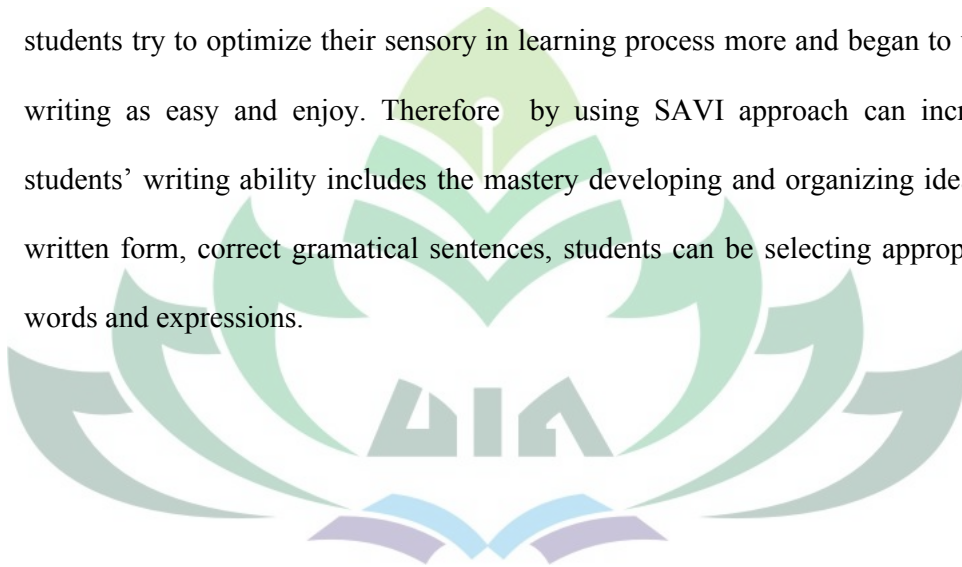
On the other hand , by using SAVI approach, the students can learn more effective and efficient because indicators of mastering subject could be obtained by moving, seeing, listening and intellectuall. All of indicators were covered in SAVI approach that includes all sense. It means that the students more active in the teaching process and it makes the students easier to understand the material that will be given. Based on identification of the problem that the teacher has never used variation approach, so SAVI approach can used as one of approach to teaching writing ability in the school because by using SAVI approach, the

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<sup>1</sup> Dave Meier, *The Accelerated Learning* , (New York: McGraw Hill ,2000),p.42

students more understood a concepts or topic that was given by SAVI approach, It is intended to make students understand the descriptive text as a whole. In short, SAVI approach allow students an active role in their learning with used all the sense of students.

SAVI approach not only helps students in to improve their writing ability and as one of variation approach can used, but also SAVI approach can motivates students in study English because all the steps in SAVI approach, can make the students try to optimize their sensory in learning process more and began to view writing as easy and enjoy. Therefore by using SAVI approach can increase students' writing ability includes the mastery developing and organizing ideas in written form, correct gramatical sentences, students can be selecting appropriate words and expressions.





## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of data analysis, the researcher concluded that the post-test was given to measure the influence of SAVI approach toward students' writing ability in descriptive text both classes after treatments done. The mean score of post test in experimental class 75.75 and the mean of post-test in control class was 73.89. It can be seen that the students' post test in experimental class was higher than students' post test in control class.

The result can be seen from sig.(2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.141. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

Based on the result of the data analysis, the researcher concluded that there was significant influence of using SAVI approach towardS students' writing ability in descriptive text at the first semester at the eighth grade of SMPN 3 Bukitkemuning North Lampung in the academic year of 2018/2019.

## **B. Suggestion**

Based on the result of this research, the researcher proposes suggestion as follows:

### **1. Suggestion to the teacher**

- a. Considering SAVI approach can be used to develop and motivate the students' writing ability, the English teacher should apply SAVI approach as one of kind teaching because it can help the English teacher easier in teaching process.
- b. Considering the students' problem in writing ability during the treatments, suggests the English teacher in making SAVI approach as a approach of learning
- c. Considering the students also bored in teaching , suggest the English teacher should give motivation to the students in very practice in writing.

### **2. Suggestion for the students**

- a. The students should learn in learning English. especially in writing because writing is also one of skills in English that hold many parts of students' activity
- b. The students should study and practice more in writing ability English to improve their writing ability
- c. The students should practice to use English in daily writing. Its make they have learn with their enviroment even their friends or teachers.

### 3. Suggestion for the school

- a. The school provide facilities, tools and materials to support the students in learning so the students can develop their writing ability.
- b. The school should have English teachers are able make sure that they are appropriate for the students based on curriculum.



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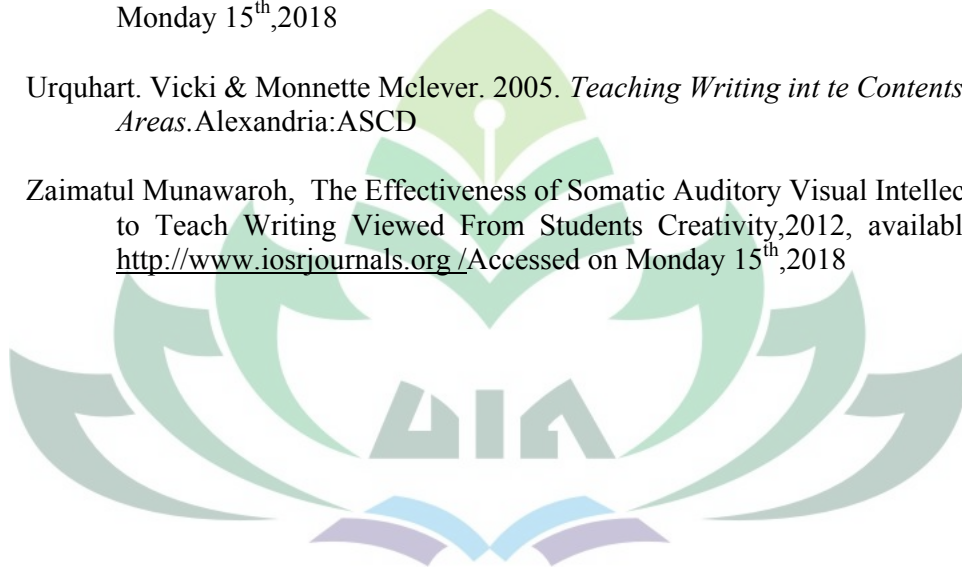
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## Appendix 1

### The Interview with the English teacher in preliminary research Interview for teacher

No	Question	Answer
1	How long have you been teaching English in this school?	I am teaching in SMPN3 from 2005 until now, about 13 years.
2	Can you explain your experience in teaching English, especially in teaching writing?	In writing, the most students that I taught still get difficulty because they are not doing exercise.
3	Do you have special method, strategies, technique or approach in teaching writing?	I don't use special method/technique/strategies, but I often using process writing approach.
4	Do you have problem in teaching writing? What are they?	Yes I have, most of student can't do exercise because they are can't express their idea and write it.
5	How is students' ability in writing descriptive text?	The students' low in vocabulary, tenses and generic structure text, so that make the student difficult for understand writing descriptive text
7	Why the students are still low in writing according your experience in this school?	I think because most of students can't express their idea and write it. And most of student low in grammar and vocabulary.

8	What are criteria in scoring writing procedure?	I have five criteria, they are content, organization, vocabulary, language, and mechanics. It in writing scoring rubric.
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### Appendix 3

This is the result of interview from the students SMPN 3 Bukit Kemuning

Name : Gita Amanda

1. Saya suka bahasa inggris
2. Cukup jelas daan ringkas
3. Suka
4. Bagus
5. Cukup jelas
6. Iya sering Karena susah
7. Lumayan sering
8. Tidak

Name : Jeni Tri andara

1. Tidak suka karena susah
2. Lumayan
3. Tidak terlalu
4. Biasa saja
5. Tidak
6. Iya susah grammar dan tenses nya
7. iya
8. Susah mengeluarkan ide karna pakai bahasa inggris

Name : Siti Nur Fatimah

1. Suka
2. Jelas dan ringkas
3. Suka
4. Cukup jelas
5. Tidak seberapa

6. Iya sulit
7. Sering sekali
8. Sulit karna bahasa inggris itu susah

Name : Yanes Zahara

1. Lumayan suka
2. Kurang jelas
3. Tidak
4. Lumayan jelas
5. Kadang mengerti kadang tidak
6. Sering
7. Iya sering kesulitan dalam kosa katanya
8. Sulit sekali

Name : Rido Bagus Saputra

1. Lumayan suka
2. Terkadang jelas
3. Lumayan
4. Lumayan bagus
5. Banyak tidak mengertinya
6. Sulit sekali
7. Iya sering
8. Iya sering

Name : Heru Kunandi

1. Suka
2. Jelas
3. Suka
4. Bagus

5. Mengerti terkadang
6. Iya kesulitan
7. Sering sekali
8. Sering karna susah mengeluarkan idenya

Name : LusiMardiana

1. Tidak suka
2. Lumayan
3. Tidak
4. Kurang jelas
5. Kadang kadang
6. Iya sulit
7. Sering sekali
8. Iya sering karena susah

Name : Lukman Syah

1. Tidak terlalu
2. Cukup jelas
3. Tidak juga
4. Lumayan bagus
5. Sedikit sedikit
6. Iya lumayan sulit
7. Sering sekali
8. Iyaa sering juga

Name : Ronaldo

1. Tidak suka
2. Tidak jelas
3. Tidak suka

4. Kurang jelas
5. Tidak mengerti
6. Sulit sekali
7. Sering kesulitan juga
8. Sulit karna susah sekali dapetin ide

Name : Salsa Tia Amanda

1. Tidak suka sekali
2. Tidak jelas
3. Tidak suka juga
4. Sedikit kadang kadang
5. Tidak begitu mengerti
6. Iya sulit
7. Sering
8. Sulit sekali

Name : Dewi Kartika

1. Suka
2. Jelas dan ringkas
3. Suka
4. Bagus
5. Tidak terlalu sulit
6. Tidak terlalu
7. Terkadang
8. Lumayan tapi terkadang tidak juga

Name : Milan Baros

1. Suka
2. Cukup jelas
3. Tidak terlalu
4. Bagus



5. Lumayan sulit
6. Sering
7. Sering juga

Name : Marlena Susanti

1. Tidak suka
2. Kurang jelas
3. Tidak suka
4. Tidak
5. Sulit sekali
6. Sering
7. Sering sekali

Name : Asiah

1. Saya tidak suka karena sulit dan membosankan
2. Kadang jelas
3. Tidak suka
4. Biasa saja
5. Tidak
6. Kesulitan karena tidak bias grammar
7. Sering karena kosa kata saya sedikit
8. Susah dapa idenya

Name : Rani

1. Tidak suka
2. Kurang jelas
3. Tidak suka
4. Sangat sulit
5. Tidak

6. Iya sulit
7. Iya sering sulit dalam kosa kata dan grammar

Name : Adelia

1. Suka
2. jelas
3. suka
4. bagus
5. Kadang sulit
6. Tidak terlalu
7. Iya sering kusulitan
8. Kesulitan

Name : Mira Yuniar

1. Tidak suka
2. Kadang jelas
3. Tidak suka
4. Sulit
5. Cukup
6. Sering sekali
7. Kesulitan
8. Sering karna susah nemukan ide

Name : Rikki Pernandes

1. Luamayan suka
2. Kadang tidak jelas
3. Tidak juga
4. Bagus
5. Sering sekali
6. Kesulitan

7. Sering kesulitan karena tidak banyak kosa kata
8. Sering susah

Name : Irawan Arisandi

1. Tidak suka karena susah
2. Luamayan
3. Tidak suka
4. Bagus
5. Sering sekali
6. Kesulitan
7. Sering kesulitan karena grammarnya
8. Sulit menemukan ide nya

Name : Murniati

1. Suka
2. Jelas dan ringkas
3. Suka
4. Bagus
5. Kadang kadang
6. Tidak sering
7. Lumayan sering
8. Sering karena susah mencari ide

## Appendix 3

**DAFTAR NILAI  
TAHUN PELAJARAN 2017/2018**

**Mata Pelajaran : Bahasa Inggris**  
**Kelas : VIII.A**  
**KKM : 73**  
**Guru Mata Pelajaran : Yuni Laila Sari, S. Pd**

No	Nama Siswa	L/P	Score Descriptive Text
1	Ade Yansyah	L	60
2	Adinda Niza Pramudita	P	73
3	Agus Saputra	L	64
4	Ahmad Duwi Saputra	L	52
5	Aprilia Dwi Saputri	L	53
6	Ardi Ansyah	L	75
7	Asmanadi Saputra	L	29
8	Belia Jasica Putri	P	48
9	Dela Leta Baroja	P	47
10	Dio Pramasta	L	66
11	Edi Maryadi	L	56
12	Elan Sena	L	77
13	Evan Josi Pratama	L	51
14	Gegar Dania	L	65
15	Gita Amanda	P	63
16	Hardiah Pramesti	P	73
17	Haris Tantio Siregar	L	75
18	Helennia Yola Meylytha	P	39
19	Irfan Hanif	L	59
20	Irfana Intan Mauludiah	P	73
21	Jenni Tri Andara	P	58
22	Muhammad Alfarezi	L	54
23	Nadila Dwi Rani	P	52
24	Nanang Rianto	L	56
25	Nia Purnama Sari	P	61
26	Okta Erianti	P	58
27	Pegi Melati Sukma	P	32
28	Rahmat Doni	L	66
29	Ranto Wijaya	L	50
30	Siti Nur Fatimah	P	45

**DAFTAR NILAI  
TAHUN PELAJARAN 2017/2018**

**Mata Pelajaran : Bahasa Inggris**  
**Kelas : VIII.B**  
**KKM : 73**  
**Guru Mata Pelajaran : Yuni Laila Sari, S. Pd**

No	Nama Siswa	L/P	Score Descriptive Text
1	Agus Susanto	L	30
2	Alia Ramadani	P	74
3	Amna Dwi Aprilia	P	42
4	Arta Makhzar	L	39
5	Asmaria	P	51
6	Ayu Noviana	P	53
7	Billy Praditia	L	48
8	Dela Puspita Sari	P	63
9	Devi Rahmania	P	53
10	Dianah	P	44
11	Elisah Yuliani	P	38
12	Elsi Susanti	P	30
13	Febi Nia Sari	P	75
14	Ferry Prastio	P	28
15	Heru Kusnadi	L	76
16	Jamiah	P	38
17	Jamirta Gusti Randa	P	40
18	Jeni Ayu Amanda	P	49
19	Leolita Shiva Valdiya Sapitri	P	30
20	Lisa Utami	P	26
21	Muhamad Suyanto	L	66
22	Nadia Yonada	P	49
23	Nanda Teti Juwita	P	56
24	Ninis Wandira	P	38
25	Pajli Riansyah	L	40
26	Ramanda Yudistira Rosiana P	L	66
27	Raisya Qianisa Nabilla	P	47
28	Rido Bagus Saputra	L	73
29	Rintan Patika	P	42
30	Silvia Fridyta	P	40
31	Yanes Zahara	P	73

**DAFTAR NILAI  
TAHUN PELAJARAN 2017/2018**

**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VIII.C  
**KKM** : 73  
**Guru Mata Pelajaran** : Yuni Laila Sari, S. Pd

No	Nama Siswa	L/P	Score Descriptive Text
1	Andi Kurniawan	L	70
2	Anisa	P	68
3	Agnes Riska Nadia	P	67
4	Agung Jumanoro	L	67
5	Angga Saputra	L	70
6	Asiah	P	68
7	Aulia Rahman	P	67
8	Dewi Kartika	P	76
9	Dino Setiawan	L	74
10	Dwi Lestari	P	66
11	Fernando Wira Yhuda	L	67
12	Fika Lestari	P	64
13	Jesa Mihel	P	66
14	Juhana Eka Yunita Sari	P	75
15	Lukman Syah	L	62
16	Lusi Mardiana	P	69
17	Komi Janike	L	71
18	Marlena Susanti	P	73
19	Milan Baros	P	76
20	Muhammad Edward	L	69
21	Muhammad Imam Saputra	L	76
22	Pikriyansah	L	68
23	Robi Sodri Jaya amara	L	67
24	Ronaldo	L	71
25	Salsa Tia Amanda	P	70
26	Tia Herdayani	P	73
27	Wina Rahawati	P	73
28	Wilyan Ade Pratama	L	70

**DAFTAR NILAI  
TAHUN PELAJARAN 2017/2018**

**Mata Pelajaran : Bahasa Inggris**  
**Kelas : VIII.D**  
**KKM : 73**  
**Guru Mata Pelajaran : Yuni Laila Sari, S. Pd**

No	Nama Siswa	L/P	Score Descriptive Text
1	Alda Saputra	L	63
2	Angga Wibowo	L	66
3	Anggun Rizki Maulia	P	64
4	Annisa Midya Trifani	P	67
5	Chesya Salsabila	P	65
6	Dandi Apriza	L	68
7	Diki Pramudya	L	74
8	Doni Oktariadi	L	67
9	Dwi Angel Riyanti	P	70
10	Dzaki Naufal Nazhif	L	74
11	Ferdi Agustiawan	L	72
12	Feri Aprizal	L	69
13	Ferizal Nugroho	L	71
14	Hajas Ramdani	L	67
15	Jani Parwati	P	73
16	Jerry Saputra	L	74
17	Joni Kurniawan	L	78
18	Marsya Linda	P	78
19	Muhammad Ansor	L	75
20	Muslimah Najua	L	75
21	Naufal Salim	L	71
22	Nur Sintia	P	70
23	Rahmat Fagri	L	70
24	Ratna	P	67
25	Resa Ayu Safitri	P	74
26	Satrio	L	66
27	Nurul Hidayah	P	75
28	Putri Indah Cahya	P	74



## Appendix 4

## SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan</p>	<p>Teks fungsional pendek berupa :</p> <ul style="list-style-type: none"> <li>- Undangan</li> <li>- Pengumuman</li> <li>- Pesan Singkat</li> </ul>	<ol style="list-style-type: none"> <li>1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas</li> <li>2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional</li> <li>3. Menulis kalimat sederhana terkait jenis teks</li> <li>4. Menulis teks fungsional pendek berdasarkan konteks</li> </ol>	<ul style="list-style-type: none"> <li>• Melengkapi rumpang teks fungsional pendek</li> <li>• Meyusun kata menjadi teks fungsional yang bermakna</li> <li>• Menulis teks fungsional pendek</li> </ul>	Tes tulis	Essay	<ol style="list-style-type: none"> <li>1. Write simple sentences based on the situation given.</li> <li>2. Write an invitation/ an announcement / message based on the situation given.</li> </ol>	8 x 40 menit	<ol style="list-style-type: none"> <li>1. Buku teks yang relevan Contoh undangan, pengumuman, SMS</li> <li>2. Gambar yang relevan</li> </ol>

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	Teks rumpang berbentuk - <i>descriptive</i> - <i>recount</i>  Kalimat acak	<ol style="list-style-type: none"> <li>1. Review ungkapan-ungkapan yang mendeskripsikan benda, orang atau tempat.</li> <li>2. Menulis kalimat yang mendeskripsikan benda, tempat, orang atau binatang berdasarkan gambar/realia.</li> <li>3. Melengkapi rumpang dalam teks deskriptif dengan kata yang tepat.</li> <li>4. Menyusun kalimat acak menjadi teks deskriptif yang terpadu.</li> <li>5. Membuat draft teks deskriptif secara mandiri.</li> <li>6. Mengekspos teks <i>descriptive</i> yang ditulis di kelas.</li> </ol>	<ul style="list-style-type: none"> <li>• Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i></li> <li>• Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i></li> <li>• Menulis teks esai dalam bentuk <i>descriptive</i></li> </ul>	<p>Tes tulis</p> <p>Tes tulis</p>	<p><i>Completion</i></p> <p><i>Jumbled sentences</i></p>	<ul style="list-style-type: none"> <li>• <i>Complete the paragraph using the suitable words.</i></li> <li>• <i>Rearrange the following sentences correctly.</i></li> <li>• <i>Write an essay describing something or a certain place.</i></li> </ul>	8 x 40 menit	<ol style="list-style-type: none"> <li>1. Buku teks yang relevan</li> <li>2. Gambar terkait tema/topik</li> <li>3. Benda-benda sekitar</li> </ol>

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
				Tes tulis	Essay			

Mengetahui:

Kepala SMPN3 Bukit Kemuning

Bukit Kemuning,

2019

Guru Mata Pelajaran Bahasa Inggris

**SUWITO,S.Pd**  
NIP.19690731993081001

**YUNI LAILA SARI, S.Pd**  
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## Appendix 5

### RENCANA PELAKSANAAN PEMBELEJARAN (RPP)

Satuan Pendidikan : SMPN 3 Bukitkemuning  
Mata Pelajaran : Bahasa Inggris  
Materi : Descriptive Text  
Kelas / Semester : VII / Ganjil  
Alokasi Waktu : 2 x 40 Menit  
Skill : Menulis  
Pertemuan ke : 1<sup>st</sup> (experimental class)

#### A. STANDAR KOMPETENSI

1. Mengungkapkan makna dalam teks tulis fungsional dan esai sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

#### B. KOMPETENSI DASAR

6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

#### C. TUJUAN PEMBELAJARAN

1. Siswa dapat mengidentifikasi ciri kalimat descriptive text
2. Siswa dapat mengklasifikasi kalimat descriptive text

3. Siswa dapat menyusun kata menjadi sebuah kalimat sederhana
4. Siswa dapat membuat kalimat sederhana berdasarkan gambar
5. Siswa dapat membuat descriptive text sederhana

**D. METODE/TEKNIK/PENDEKATAN : SAVI approach**

**E. MATERI PEMBELAJARAN**

Materi Pokok : Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a kind of text which describes particular thing, animal, person, or others, for instance: our pets or a person that is known well.

2. Social Function of Descriptive Text

The specific function of descriptive text is to give description about an object (human or non-human)

3. The Generic Structure of Descriptive Text

Generic structure are the special characteristic of language in the text. The generic structure of descriptive text are as follow:

a. Identification

It is part of paragraph which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains object's name, kind of the object, etc.

b. Description

It is part of paragraph which describes parts and characteristics of the person or something that will be described in detail, so the readers can get clear description of the subject.

#### 4. The Language Features of Descriptive Text

The language features of descriptive text are as follow:

- a. Focus on one specific object
- b. The Use of Simple Present Tense

Pattern: (+) S + V<sub>1</sub> s/es

Example: They write a letter

(-) S + do/does + not + V<sub>1</sub>

Example: I do not bring money.

(?) Do/does + S + V<sub>1</sub>

Example: Does she go to campus?

- c. The Use of Adjectives

Example: thick, long, funny, love

Example of descriptive text



## SULE

His name full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese. Sule is very unique. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes.

People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing.

Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri).

### F. LANGKAH – LANGKAH PEMBELAJARAN

- **Kegiatan awal (10 menit )**
  1. Guru mengucapkan salam ketika memasuki ruang kelas
  2. Siswa menjawab salam guru, berdoa dan mengkondisikan diri siap belajar
  3. Guru mengecek kehadiran siswa
- **Brainstorming (5 menit )**
  1. Guru memberikan beberapa pertanyaan stimulasi untuk menghangatkan suasana
- **Kegiatan inti**
  - **BKOF (Building Knowledge of Field) 15'**



1. Guru menjelaskan materi descriptive text menggunakan SAVI approach.

- S (Somatic) : Guru membagi siswa menjadi beberapa kelompok dan memberikan permainan tebakan

➤ **MOT ( Modeling of Text) 10'**

- A (Auditory) : Guru mengidentifikasi dan mendeskripsikan orang terkenal berdasarkan generic structure pada materi descriptive text dan siswa diminta mendengarkan dengan seksama kemudian siswa diminta mendiskusikan lalu menebak berdasarkan yang dideskripsikan oleh guru dengan teman kelompoknya.

➤ **JCOT ( Joint Construction of Text) 10'**

- V ( Visual ) : Guru menunjukan gambar yang berbeda beda pada setiap kelompok dan setiap kelompok diminta melihat gambar dengan seksama serta mendiskusikannya bersama-sama.

➤ **ICOT ( Individual Construction of Text) 20'**

- I ( Intellectual ) Siswa diminta menulis descriptive text berdasarkan gambar yang ditunjukan oleh guru secara individu

• Kegiatan akhir (10 menit )

1. Guru meminta siswa mengumpulkan descriptive text yang telah mereka buat

2. Guru menanyakan kesulitan siswa tentang materi yang dipelajari
3. Siswa diberi tugas untuk membuat teks sederhana berbentuk descriptive text dengan tema bebas dan dikumpulkan pada pertemuan berikutnya
4. Guru mengakhiri dan mengucapkan salam kepada siswa

#### **G. ALAT DAN SUMBER BELAJAR**

1. Alat : English Dictionary, lembar kerja, gambar, white board dan spidol
2. Sumber : buku : Artono Wardiman, Masduki B. Jahur, dan M. Sukiman. 2008, Bahasa Inggris (Buku Siswa) kelas 8 SMP/MTS. Jakarta : Pusat Perbukuan Departemen Pendidikan Nasional
3. Internet

#### **H. PENILAIAN HASIL PEMBELAJARAN**

##### **a. Jenis Test :**

- Writing Test (menulis sebuah teks descriptive)

##### **b. kriteria Penilaian :**

- Tingkat ketercapaian fungsi sosial membuat teks descriptive

##### **c. Kinerja (praktik)**

- Membuat sebuah teks descriptive
- Mengidentifikasi struktur kebahasaan dari teks descriptive

#### **I. INSTRUMEN PENILAIAN**

Area	Score	Descriptor
Task Fulfillment/Content	20-17	<b>Excellent to very good</b> : Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through

		interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	<b>Good to average:</b> Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	<b>Fair to poor:</b> Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail
	7-5	<b>Very poor:</b> Inadequate treatment of topic, no variety ideas or argument; content irrelevant or very restricted; almost no useful detail.
	4-0	<b>Inadequate:</b> fails to address the task with any effectiveness
<b>Organization</b>	20-17	<b>Excellent to very good:</b> fluent expression, idea clearly stated and supported; appropriately organized paragraphs or section; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	<b>Good to Very Average:</b> uneven expression, but main ideas stand out; paragraphs or section evident; logically sequenced (coherence); some connectives used (cohesion)
	11-8	<b>Fair to poor:</b> Very uneven expression, ideas difficult follow; paragraphing /organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	<b>Very poor:</b> lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
	4-0	<b>Inadequate:</b> Fails to address this of aspect of the task with any effectiveness
<b>Vocabulary</b>	20-17	<b>Excellent to very good :</b> Wide range of vocabulary; occasional mistakes in word/ idiom choice and usage ; register not always appropriate
	16-12	<b>Good to average:</b> Adequate range of vocabulary; occasional mistakes in word/ idiom choice ad usages; register not always appropriate.
	11-8	<b>Fair to poor:</b> Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate
	7-5	<b>Very poor;</b> No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
	4-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness
<b>Language</b>	30-24	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured
	23-18	<b>Good to average:</b> Acceptable grammar but problem with more complexes structures; mostly appropriate structures; some errors of

		agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	<b>17-10</b>	<b>Fair to poor:</b> insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tenses, number word order, articles, pronouns, prepositions; meaning sometimes obscured.
	<b>9-6</b>	<b>Very poor;</b> Major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles. Pronouns, prepositions; meaning often obscured
	<b>5-0</b>	<b>Inadequate;</b> fails to address his aspect of the task with any effectiveness.
<b>Mechanics</b>	<b>10-8</b>	<b>Excellent to average:</b> Occasional errors in spelling, punctuation, capitalization and layout.
	<b>7-5</b>	<b>Good to average:</b> Demonstrated full command of spelling, Punctuation, capitalization and layout.
	<b>4-2</b>	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization and layout
	<b>1-0</b>	<b>Very Poor:</b> Fails to address his aspect of the task with any effectiveness

Bukitkemuning,.....2019

Guru Bahasa Inggris

Mahasiswa Peneliti

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NPM.1411040060

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Kepala SMPN 3 Bukit Kemuning

SUWITO, S.Pd  
NIP.196907031993081001

**RENCANA PELAKSANAAN PEMBELEJARAN  
(RPP)**

Satuan Pendidikan : SMPN 3 Bukitkemuning  
 Mata Pelajaran : Bahasa Inggris  
 Materi : Descriptive Text  
 Kelas / Semester : VII / Ganjil  
 Alokasi Waktu : 2 x 40 Menit  
 Skill : Menulis  
 Pertemuan ke : 2<sup>st</sup> (experimental class)

**A. STANDAR KOMPETENSI**

1. Mengungkapkan makna dalam teks tulis fungsional dan esai sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

**B. KOMPETENSI DASAR**

- 6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, landar dan berterima untuk berinteraksi dengan lingkungan sekitar.

**C. TUJUAN PEMBELAJARAN**

1. Siswa dapat mengidentifikasi ciri kalimat descriptive text

2. Siswa dapat mengklasifikasi kalimat descriptive text
3. Siswa dapat menyusun kata menjadi sebuah kalimat sederhana
4. Siswa dapat membuat kalimat sederhana berdasarkan gambar
5. Siswa dapat membuat descriptive text sederhana

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Pattern: (+) S + V<sub>1</sub> s/es

Example: They write a letter

(-) S + do/does + not + V<sub>1</sub>

Example: I do not bring money.

(?) Do/does + S + V<sub>1</sub>

Example: Does she go to campus?

### c. The Use of Adjectives

Example: thick, long, funny, love



Example of descriptive text



### **My Bicycle**

I have a BMX bicycle. My father bought me this bicycle for my birthday gift. I was seven when got this BMX and I thought it's the best gift I've ever had.

Like most BMX, my bicycle has only a single speed. The frame of my BMX is metallic white. It has two wheels. The tires are half orange and half white, while the rims are green. It has one black saddle. I also attach a couple of pegs on the front and rear of it. The rear pegs usually are used when I want to give a ride to my friend.

## F. LANGKAH – LANGKAH PEMBELAJARAN

### 1. Kegiatan awal (10 menit )

1. Guru mengucapkan salam ketika memasuki ruang kelas
2. Siswa menjawab salam guru, berdoa dan mengkondisikan diri siap belajar
3. Guru mengecek kehadiran siswa

### 2. Brainstorming (5 menit)

1. Guru memberikan beberapa pertanyaan stimulasi untuk menghangatkan suasana

### 3. Kegiatan inti

#### ➤ BKOF (Building Knowledge of Field) 15'

1. Guru menjelaskan materi descriptive text menggunakan SAVI approach.

- S (Somatic) : Guru membagi siswa menjadi beberapa kelompok dan memberikan permainan tebakan

#### ➤ MOT ( Modeling of Text) 10'

- A (Auditory) : Guru mendeskripsikan dan mengidentifikasi tentang sesuatu berdasarkan generic structure pada materi descriptive text dan siswa diminta mendengarkan dengan seksama kemudian siswa diminta mendiskusikan lalu menebak

berdasarkan yang dideskripsikan oleh guru dengan teman kelompoknya.

➤ **JCOT ( Joint Construction of Text) 10'**

- V ( Visual ) : Guru menunjukkan gambar yang berbeda beda pada setiap kelompok dan setiap kelompok diminta melihat gambar dengan seksama serta mendiskusikannya bersama-sama

➤ **ICOT ( Individual Construction of Text) 20'**

- I ( Intellectual ) : Siswa diminta menulis descriptive text berdasarkan gambar yang ditunjukkan oleh guru secara individu

4. **Kegiatan akhir (10 menit )**

1. Guru meminta siswa mengumpulkan descriptive text yang telah mereka buat
2. Guru menanyakan kesulitan siswa tentang materi yang dipelajari
3. Siswa diberi tugas untuk membuat teks sederhana berbentuk descriptive text dengan tema bebas dan dikumpulkan pada pertemuan berikutnya
4. Guru mengakhiri dan mengucapkan salam kepada siswa

**G. ALAT DAN SUMBER BELAJAR**

1. Alat : English Dictionary, lembar kerja, gambar, white board dan spidol

2. Sumber : buku : Artono wardiman, masduki B jahur, dan M. sukiman. 2008, Bahasa inggris ( Buku Siswa ) kelas 8 SMP/MTS. Jakarta : Pusat perbukuan Departemen Pendidikan Nasional
3. Internet

## H. PENILIAIN HASIL PEMBELAJARAN

- a. Jenis Test :

### I. Writing Test ( menulis sebuah teks descriptive)

- b. kriteria Penilaian :

### J. Tingkat ketercapaian fungsi social membuat teks descriptive

- c. Kinerja ( praktik )

### K. Membuat sebuah teks descriptive

### L. Mengidentifikasi struktur kebahasaan dari teks descriptive

## M. INSTRUMEN PENILAIAN

Area	Score	Descriptor
Task Fulfillment/Content	20-17	<b>Excellent to very good :</b> Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	<b>Good to average:</b> Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	<b>Fair to poor:</b> Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail
	7-5	<b>Very poor:</b> Inadequate treatment of topic, no variety ideas or argument; content irrelevant or very restricted; almost no useful detail.
	4-0	<b>Inadequate:</b> fails to address the task with

		any effectiveness
<b>Organization</b>	<b>20-17</b>	<b>Excellent to very good:</b> fluent expression, idea clearly stated and supported; appropriately organized paragraphs or section; logically sequenced (coherence); connectives appropriately used (cohesion).
	<b>16-12</b>	<b>Good to Very Average:</b> uneven expression, but main ideas stand out; paragraphs or section evident; logically sequenced (coherence); some connectives used (cohesion)
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	<b>4-0</b>	<b>Inadequate:</b> Fails to address this of aspect of the task with any effectiveness
<b>Vocabulary</b>	<b>20-17</b>	<b>Excellent to very good :</b> Wide range of vocabulary; occasional mistakes in word/ idiom choice and usage ; register not always appropriate
	<b>16-12</b>	<b>Good to average:</b> Adequate range of vocabulary; occasional mistakes in word/ idiom choice ad usages; register not always appropriate.
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	<b>4-0</b>	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness
<b>Language</b>	<b>30-24</b>	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured
	<b>23-18</b>	<b>Good to average:</b> Acceptable grammar but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
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	9-6	<b>Very poor;</b> Major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles. Pronouns, prepositions; meaning often obscured
	5-0	<b>Inadequate;</b> fails to address his aspect of the task with any effectiveness.
<b>Mechanics</b>	10-8	<b>Excellent to average:</b> Occasional errors in spelling, punctuation, capitalization and layout.
	7-5	<b>Good to average:</b> Demonstrated full command of spelling, Punctuation, capitalization and layout.
	4-2	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization and layout
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Bukit Kemuning,.....2019

Guru Bahasa Inggris

Mahasiswa Peneliti

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**RENCANA PELAKSANAAN PEMBELEJARAN  
(RPP)**

Satuan Pendidikan : SMPN 3 Bukitkemuning  
 Mata Pelajaran : Bahasa Inggris  
 Materi : Descriptive Text  
 Kelas / Semester : VII / Ganjil  
 Alokasi Waktu : 2 x 40 Menit  
 Skill : Menulis  
 Pertemuan ke : 3<sup>st</sup> (experimental class)

**A. STANDAR KOMPETENSI**

1. Mengungkapkan makna dalam teks tulis fungsional dan esai sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

**B. KOMPETENSI DASAR**

6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

**C. TUJUAN PEMBELAJARAN**

1. Siswa dapat mengidentifikasi ciri kalimat descriptive text
2. Siswa dapat mengklasifikasi kalimat descriptive text
3. Siswa dapat menyusun kata menjadi sebuah kalimat sederhana



4. Siswa dapat membuat kalimat sederhana berdasarkan gambar
5. Siswa dapat membuat descriptive text sederhana

**D. METODE/TEKNIK/PENDEKATAN : SAVI approach**

**E. MATERI PEMBELAJARAN**

Materi Pokok : Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a kind of text which describes particular thing, animal, person, or others, for instance: our pets or a person that is known well.

2. Social Function of Descriptive Text

The specific function of descriptive text is to give description about an object (human or non-human)

3. The Generic Structure of Descriptive Text

Generic structure are the special characteristic of language in the text. The generic structure of descriptive text are as follow:

a. Identification

It is part of paragraph which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains object's name, kind of the object, etc.

b. Description

It is part of paragraph which describes parts and characteristics of the person or something that will be described in detail, so the readers can get clear description of the subject.

#### 4. The Language Features of Descriptive Text

The language features of descriptive text are as follow:

- a. Focus on one specific object
- b. The Use of Simple Present Tense

Pattern: (+) S + V<sub>1</sub> s/es

Example: They write a letter

(-) S + do/does + not + V<sub>1</sub>

Example: I do not bring money.

(?) Do/does + S + V<sub>1</sub>

Example: Does she go to campus?

- c. The Use of Adjectives

Example: thick, long, funny, love

Example of descriptive text



### **Kuta Beach**

Kuta is a very beautiful beach. Kuta beach located in Badung regency. It's close to the Ngurah Rai airport and is about 9 km from Denpasar. Kuta is a beach that is very popular both in Indonesia and international. In Kuta beach, there are a variety of facilities including accommodation, restaurant, bar, as well as a very famous surfing spots in the world.

In Kuta beach, you will see a lot of tourists with a variety of activities in which they live. The usual tourist will take the time for sunbathing, kite flying, playing volleyball, walking around, and playing beach soccer. This is a beach that is very crowded every day.

When you visit Kuta beach, then you do not have to worry with the existing system of accommodation. In the vicinity of Kuta beach, there are many types of hotels and resorts that provide you with an accommodation budget ranging from the lowest to the highest. Kuta Beach is a beach that is highly recommended for you. In addition to offering the natural beauty, the environment around it also gives a classy facility.

### **F. LANGKAH – LANGKAH PEMBELAJARAN**

- **Kegiatan awal (10 menit )**
  1. Guru mengucapkan salam ketika memasuki ruang kelas
  2. Siswa menjawab salam guru, berdoa dan mengkondisikan diri siap belajar
  3. Guru mengecek kehadiran siswa

- Brainstorming (5 menit)

1. Guru memberikan beberapa pertanyaan stimulasi untuk menghangatkan suasana

- **Kegiatan inti**

- **BKOF (Building Knowledge of Field) 15'**

1. Guru menjelaskan materi descriptive text menggunakan SAVI approach.

- S (Somatic) : Guru membagi siswa menjadi beberapa kelompok dan memberikan permainan tebakan

- **MOT ( Modeling of Text) 10'**

- A ( Auditory) : Guru mendeskripsikan dan mengidentifikasi berdasarkan generic structure tentang tempat terkenal pada materi descriptive text dan siswa diminta mendengarkan dengan seksama kemudian siswa diminta mendiskusikan lalu menebak berdasarkan yang dideskripsikan oleh guru dengan teman kelompoknya.

- **JCOT ( Joint Construction of Text) 10'**

- V ( Visual ) : Guru menunjukan gambar yang berbeda beda pada setiap kelompok dan setiap kelompok diminta melihat gambar dengan seksama serta mendiskusikannya bersama-sama

➤ **ICOT ( Individual Construction of Text) 20'**

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• **Kegiatan akhir (10 menit )**

1. Guru meminta siswa mengumpulkan descriptive text yang telah mereka buat
2. Guru menanyakan kesulitan siswa tentang materi yang dipelajari
3. Siswa diberi tugas untuk membuat teks sederhana berbentuk descriptive text dengan tema bebas dan dikumpulkan pada pertemuan berikutnya
4. Guru mengakhiri dan mengucapkan salam kepada siswa

**G. ALAT DAN SUMBER BELAJAR**

1. Alat : English Dictionary, lembar kerja, gambar, white board dan spidol
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3. Internet

**H. PENILIAIN HASIL PEMBELAJARAN**

a. Jenis Test :

- Writing Test ( menulis sebuah teks descriptive)

b. kriteria Penilaian :

- Tingkat ketercapaian fungsi social membuat teks descriptive

## c. Kinerja ( praktik )

- Membuatsebuah teks descriptive
- Mengudentifikasikan struktur kebahasaan dari teks descriptive

## I. INSTRUMEN PENILAIAN

Area	Score	Descriptor
<b>Task Fulfillment/Content</b>	<b>20-17</b>	<b>Excellent to very good :</b> Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
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<b>Vocabulary</b>	<b>20-17</b>	<b>Excellent to very good :</b> Wide range of vocabulary; occasional mistakes in word/ idiom choice and usage ; register not always appropriate
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<b>Language</b>	30-24	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured
	23-18	<b>Good to average:</b> Acceptable grammar but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
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## Appendix 6

### RENCANA PELAKSANAAN PEMBELEJARAN (RPP)

Satuan Pendidikan : SMPN 3 Bukit Kemuning  
Mata Pelajaran : Bahasa Inggris  
Materi : Descriptive Text  
Kelas / Semester : VII / Ganjil  
Alokasi Waktu : 2 x 40 Menit  
Skill : Menulis  
Pertemuan ke : 1<sup>st</sup> (Control Class )

#### A. STANDAR KOMPETENSI

1. Mengungkapkan makna dalam teks tulis fungsional dan esai sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

#### B. KOMPETENSI DASAR

6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

#### C. TUJUAN PEMBELAJARAN

1. Siswa dapat mengidentifikasi ciri kalimat descriptive text
2. Siswa dapat mengklasifikasi kalimat descriptive text

3. Siswa dapat menyusun kata menjadi sebuah kalimat sederhana
4. Siswa dapat membuat kalimat sederhana berdasarkan gambar
5. Siswa dapat membuat descriptive text sederhana

**D. METODE/TEKNIK/PENDEKATAN** : Process Writing Approach

**E. MATERI PEMBELAJARAN**

Materi Pokok : Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a kind of text which describes particular thing, animal, person, or others, for instance: our pets or a person that is known well.

2. Social Function of Descriptive Text

The specific function of descriptive text is to give description about an object (human or non-human)

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Generic structure are the special characteristic of language in the text. The generic structure of descriptive text are as follow:

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It is part of paragraph which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains object's name, kind of the object, etc.

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It is part of paragraph which describes parts and characteristics of the person or something that will be described in detail, so the readers can get clear description of the subject.

#### 4. The Language Features of Descriptive Text

The language features of descriptive text are as follow:

- a. Focus on one specific object
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Pattern: (+) S + V<sub>1</sub> s/es

Example: They write a letter

(-) S + do/does + not + V<sub>1</sub>

Example: I do not bring money.

(?) Do/does + S + V<sub>1</sub>

Example: Does she go to campus?

- c. The Use of Adjectives

Example: thick, long, funny, love

Example of descriptive text



## SULE

His name full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese. Sule is very unique. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes.

People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing.

Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri).

### F. LANGKAH – LANGKAH PEMBELAJARAN

#### 1. Kegiatan awal (10 menit )

1. Guru mengucapkan salam ketika memasuki ruang kelas
2. Siswa menjawab salam guru, berdoa dan mengkondisikan diri siap belajar
3. Guru mengecek kehadiran siswa
4. Guru mengaitkan materi kompetensi yang akan dipelajari hari ini

#### 2. Brainstorming (5 menit)

➤ Siswa diberi pertanyaan

1. Gambar apa ini ?
2. Siapa mereka ?
3. Apa pendapatmu tentang mereka ?

### 3. Kegiatan inti

➤ **BKOF (Building Knowledge of Field) 15'**

1. Siswa diminta memperhatikan penjelasan dari guru mengenai materi descriptive text

➤ **MOT ( Modeling of Text) 10'**

1. Siswa diberikan contoh gambar beserta teks descriptive

➤ **JCOT ( Joint Construction of Text) 10'**

1. Siswa dibagi menjadi beberapa kelompok kemudian masing masing kelompok diminta memulai menulis kerangka berdasarkan topic yaitu mendeskripsikan orang terkenal.

➤ **ICOT ( Individual Construction of Text) 20'**

1. Setelah selesai dan melengkapi kerangka, guru meminta siswa memeriksa untuk menambahkan, mengubah atau menghapus kerangka.
2. Guru meminta siswa untuk menyalin kerangka ke kertas dan membuatnya menjadi sebuah karangan descriptive secara individu.

### 4. Kegiatan akhir (10 menit )

1. Guru meminta siswa mengumpulkan karangan deskriptif dan membacakannya didepan kelas
2. Siswa lain diminta untuk memberikan opini
3. Guru menanyakan kesulitan siswa tentang materi yang dipelajari

4. Siswa diberi tugas untuk membuat teks sederhana berbentuk descriptive text dengan tema bebas dan dikumpulkan pada pertemuan berikutnya
5. Guru mengakhiri dan mengucapkan salam kepada siswa

#### **G. ALAT DAN SUMBER BELAJAR**

1. Alat : English Dictionary, lembar kerja, gambar, white board dan spidol
2. Sumber : buku : Artono wardiman, masduki B jahur, dan M. sukiman. 2008, Bahasa inggris ( Buku Siswa ) kelas 8 SMP/MTS. Jakarta : Pusat perbukuan Departemen Pendidikan Nasional
3. Internet

#### **H. PENILIAIN HASIL PEMBELAJARAN**

- a. Jenis Test :
  5. Writing Test ( menulis sebuah teks descriptive)
- b. Criteria Penilaian :
  6. Tingkat ketercapaian fungsi social membuat teks descriptive
  - c. Kinerja ( praktik )
    7. Membuat sebuah teks descriptive
    8. Mengidentifikasi struktur kebahasaan dari teks descriptive

#### **I. INSTRUMEN PENILAIAN**

##### **Scoring Rubric of Writing**

Area	Score	Descriptor
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		mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	<b>17-10</b>	<b>Fair to poor:</b> insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tenses, number word order, articles, pronouns, prepositions; meaning sometimes obscured.
	<b>9-6</b>	<b>Very poor:</b> Major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles. Pronouns, prepositions; meaning often obscured
	<b>5-0</b>	<b>Inadequate;</b> fails to address his aspect of the task with any effectiveness.
<b>Mechanics</b>	<b>10-8</b>	<b>Excellent to average:</b> Occasional errors in spelling, punctuation, capitalization and layout.
	<b>7-5</b>	<b>Good to average:</b> Demonstrated full command of spelling, Punctuation, capitalization and layout.
	<b>4-2</b>	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization and layout
	<b>1-0</b>	<b>Very Poor:</b> Fails to address his aspect of the task with any effectiveness

Bukitkemuning,.....2019

Guru Bahasa Inggris

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**RENCANA PELAKSANAAN PEMBELEJARAN  
(RPP)**

Satuan Pendidikan : SMPN 3 Bukit Kemuning  
 Mata Pelajaran : Bahasa Inggris  
 Materi : Descriptive Text  
 Kelas / Semester : VII / Ganjil  
 Alokasi Waktu : 2 x 40 Menit  
 Skill : Menulis  
 Pertemuan ke : 2<sup>st</sup> (Control Class )

**A. STANDAR KOMPETENSI**

1. Mengungkapkan makna dalam teks tulis fungsional dan esai sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

**B. KOMPETENSI DASAR**

- 6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

**C. TUJUAN PEMBELAJARAN**

1. Siswa dapat mengidentifikasi ciri kalimat descriptive text
2. Siswa dapat mengklasifikasi kalimat descriptive text
3. Siswa dapat menyusun kata menjadi sebuah kalimat sederhana

4. Siswa dapat membuat kalimat sederhana berdasarkan gambar
5. Siswa dapat membuat descriptive text sederhana

**D. METODE/TEKNIK/PENDEKATAN :** Process Writing Approach

**E. MATERI PEMBELAJARAN**

Materi Pokok : Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a kind of text which describes particular thing, animal, person, or others, for instance: our pets or a person that is known well.

2. Social Function of Descriptive Text

The specific function of descriptive text is to give description about an object (human or non-human)

3. The Generic Structure of Descriptive Text

Generic structure are the special characteristic of language in the text. The generic structure of descriptive text are as follow:

a. Identification

It is part of paragraph which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains object's name, kind of the object, etc.

b. Description

It is part of paragraph which describes parts and characteristics of the person or something that will be described in detail, so the readers can get clear description of the subject.

#### 4. The Language Features of Descriptive Text

The language features of descriptive text are as follow:

- a. Focus on one specific object
- b. The Use of Simple Present Tense

Pattern: (+) S + V<sub>1</sub> s/es

Example: They write a letter

(-) S + do/does + not + V<sub>1</sub>

Example: I do not bring money.

(?) Do/does + S + V<sub>1</sub>

Example: Does she go to campus?

- c. The Use of Adjectives

Example: thick, long, funny, love

Example of descriptive text



### **My Bicycle**

I have a BMX bicycle. My father bought me this bicycle for my birthday gift. I was seven when got this BMX and I thought it's the best gift I've ever had.

Like most BMX, my bicycle has only a single speed. The frame of my BMX is metallic white. It has two wheels. The tires are half orange and half white, while the rims are green. It has one black saddle. I also attach a couple of pegs on the front and rear of it. The rear pegs usually are used when I want to give a ride to my friend.

#### **F. LANGKAH – LANGKAH PEMBELAJARAN**

- Kegiatan awal (10 menit )
  1. Guru mengucapkan salam ketika memasuki ruang kelas
  2. Siswa menjawab salam guru, berdoa dan mengkondisikan diri siap belajar
  3. Guru mengecek kehadiran siswa
  4. Guru mengaitkan materi kompetensi yang akan dipelajari hari ini
- Brainstorming (5 menit )
  - Siswa diberi pertanyaan
    1. Gambar apa ini ?
    2. Siapa mereka ?
    3. Apa pendapatmu tentang mereka ?

- **Kegiatan inti**

- **BKOF (Building Knowledge of Field) 15'**

1. Siswa diminta memperhatikan penjelasan dari guru mengenai materi descriptive text

- **MOT ( Modeling of Text) 10'**

1. Siswa diberikan contoh gambar beserta teks descriptive

- **JCOT ( Joint Construction of Text) 10'**

1. Siswa dibagi menjadi beberapa kelompok kemudian masing masing kelompok diminta memulai menulis kerangka berdasarkan topic yaitu mendeskripsikan sesuatu.

- **ICOT ( Individual Construction of Text) 20'**

1. Setelah selesai dan melengkapi kerangka, guru meminta siswa memeriksa untuk menambahkan, mengubah atau menghapus kerangka.
2. Guru meminta siswa untuk menyalin kerangka ke kertas dan membuatnya menjadi sebuah karangan descriptive secara individu.

- **Kegiatan akhir (10 menit )**

1. Guru meminta siswa mengumpulkan karangan deskriptif dan membacakannya didepan kelas
2. Siswa lain diminta untuk memberikan opini
3. Guru menanyakan kesulitan siswa tentang materi yang dipelajari



4. Siswa diberi tugas untuk membuat teks sederhana berbentuk descriptive text dengan tema bebas dan dikumpulkan pada pertemuan berikutnya
5. Guru mengakhiri dan mengucapkan salam kepada siswa

### G. ALAT DAN SUMBER BELAJAR

1. Alat : English Dictionary, lembar kerja, gambar, white board dan spidol
2. Sumber : buku : Artono wardiman, masduki B jahur, dan M. sukiman. 2008, Bahasa inggris ( Buku Siswa ) kelas 8 SMP/MTS. Jakarta : Pusat perbukuan Departemen Pendidikan Nasional
3. Internet

### H. PENILIAIN HASIL PEMBELAJARAN

- a. Jenis Test :
  - Writing Test ( menulis sebuah teks descriptive)
- b. Criteria Penilaian :
  - Tingkat ketercapaian fungsi social membuat teks descriptive
- c. Kinerja ( praktik )
  - Membuat sebuah teks descriptive
  - Mengidentifikasi struktur kebahasaan dari teks descriptive

### I. INSTRUMEN PENILAIAN

Area	Score	Descriptor
Task Fulfillment/Content	20-17	Excellent to very good : Excellent to very good treatment of the subject, considerable variety of

		ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	<b>Good to average:</b> Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	<b>Fair to poor:</b> Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail
	7-5	<b>Very poor:</b> Inadequate treatment of topic, no variety ideas or argument; content irrelevant or very restricted; almost no useful detail.
	4-0	<b>Inadequate:</b> fails to address the task with any effectiveness
<b>Organization</b>	20-17	<b>Excellent to very good:</b> fluent expression, idea clearly stated and supported; appropriately organized paragraphs or section; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	<b>Good to Very Average:</b> uneven expression, but main ideas stand out; paragraphs or section evident; logically sequenced (coherence); some connectives used (cohesion)
	11-8	<b>Fair to poor:</b> Very uneven expression, ideas difficult follow; paragraphing /organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	<b>Very poor:</b> lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
	4-0	<b>Inadequate:</b> Fails to address this of aspect of the task with any effectiveness
<b>Vocabulary</b>	20-17	<b>Excellent to very good :</b> Wide range of vocabulary; occasional mistakes in word/ idiom choice and usage ; register not always appropriate
	16-12	<b>Good to average:</b> Adequate range of vocabulary; occasional mistakes in word/ idiom choice ad usages; register not always appropriate.
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	7-5	<b>Very poor;</b> No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
	4-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness
<b>Language</b>	30-24	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured
	23-18	<b>Good to average:</b> Acceptable grammar but problem with more complexes structures;

		mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	<b>17-10</b>	<b>Fair to poor:</b> insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tenses, number word order, articles, pronouns, prepositions; meaning sometimes obscured.
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<b>Mechanics</b>	<b>10-8</b>	<b>Excellent to average:</b> Occasional errors in spelling, punctuation, capitalization and layout.
	<b>7-5</b>	<b>Good to average:</b> Demonstrated full command of spelling, Punctuation, capitalization and layout.
	<b>4-2</b>	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization and layout
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## RENCANA PELAKSANAAN PEMBELEJARAN

(RPP)

Satuan Pendidikan : SMPN 3 Bukitkemuning

Mata Pelajaran : Bahasa Inggris

Materi : Descriptive Text

Kelas / Semester : VII / Ganjil

Alokasi Waktu : 2 x 40 Menit

Skill : Menulis

Pertemuan ke : 3<sup>st</sup> (Control Class )

### A. STANDAR KOMPETENSI

1. Mengungkapkan makna dalam teks tulis fungsional dan esai sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

### B. KOMPETENSI DASAR

- 6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

### C. TUJUAN PEMBELAJARAN

1. Siswa dapat mengidentifikasi ciri kalimat descriptive text
2. Siswa dapat mengklasifikasi kalimat descriptive text
3. Siswa dapat menyusun kata menjadi sebuah kalimat sederhana

4. Siswa dapat membuat kalimat sederhana berdasarkan gambar
5. Siswa dapat membuat descriptive text sederhana

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Example: They write a letter

(-) S + do/does + not + V<sub>1</sub>

Example: I do not bring money.

(?) Do/does + S + V<sub>1</sub>

Example: Does she go to campus?

- c. The Use of Adjectives

Example: thick, long, funny, love

Example of descriptive text about place



### **Kuta Beach**

Kuta is a very beautiful beach. Kuta beach located in Badung regency. It's close to the Ngurah Rai air port and is about 9 km from Denpasar. Kuta is a beach that is very popular both in Indonesia and international. In Kuta beach, there are a variety of facilities including accommodation, restaurant, bar, as well as a very famous surfing spots in the world.

In Kuta beach, you will see a lot of tourists with a variety of activities in which they live. The usual tourist will take the time for sunbathing, kite flying, playing volleyball, walking around, and playing beach soccer. This is a beach that is very crowded every day.

When you visit Kuta beach, then you do not have to worry with the existing system of accommodation. In the vicinity of Kuta beach, there are many types of hotels and resorts that provide you with an accommodation budget ranging from the lowest to the highest. Kuta Beach is a beach that is highly recommended for you. In addition to offering the natural beauty, the environment around it also gives a classy facility.

### **F. LANGKAH – LANGKAH PEMBELAJARAN**

- Kegiatan awal (10 menit )
  1. Guru mengucapkan salam ketika memasuki ruang kelas
  2. Siswa menjawab salam guru, berdoa dan mengkondisikan diri siap belajar
  3. Guru mengecek kehadiran siswa



4. Guru mengaitkan materi kompetensi yang akan dipelajari hari ini

- Brainstorming (5 menit)

- Siswa diberi pertanyaan

1. Gambar apa ini ?
2. Siapa mereka ?
3. Apa pendapatmu tentang mereka ?

- Kegiatan inti

- **BKOF (Building Knowledge of Field) 15'**

1. Siswa diminta memperhatikan penjelasan dari guru mengenai materi descriptive text

- **MOT ( Modeling of Text) 10'**

1. Siswa diberikan contoh gambar beserta teks descriptive

- **JCOT ( Joint Construction of Text) 10'**

1. Siswa dibagi menjadi beberapa kelompok kemudian masing masing kelompok diminta memulai menulis kerangka berdasarkan topic yaitu mendeskripsikan tempat terkenal.

- **ICOT ( Individual Construction of Text) 20'**

1. Setelah selesai dan melengkapi kerangka, guru meminta siswa memeriksa untuk menambahkan, mengubah atau menghapus kerangka.
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4. Siswa diberi tugas untuk membuat teks sederhana berbentuk descriptive text dengan tema bebas dan dikumpulkan pada pertemuan berikutnya
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3. Internet

#### **H. PENILIAIN HASIL PEMBELAJARAN**

a. Jenis Test :

- Writing Test ( menulis sebuah teks descriptive)

b. Criteria Penilaian :

- Tingkat ketercapaian fungsi social membuat teks descriptive

c. Kinerja ( praktik )

- Membuat sebuah teks descriptive
- Mengidentifikasikan struktur kebahasaan dari teks descriptive

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	7-5	<b>Very poor:</b> lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.

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<b>Language</b>	30-24	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured
	23-18	<b>Good to average:</b> Acceptable grammar but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
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	5-0	<b>Inadequate;</b> fails to address his aspect of the

		task with any effectiveness.
<b>Mechanics</b>	<b>10-8</b>	<b>Excellent to average:</b> Occasional errors in spelling, punctuation, capitalization and layout.
	<b>7-5</b>	<b>Good to average:</b> Demonstrated full command of spelling, Punctuation, capitalization and layout.
	<b>4-2</b>	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization and layout
	<b>1-0</b>	<b>Very Poor:</b> Fails to address his aspect of the task with any effectiveness

Bukitkemuning,.....2019

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**Appendix 8****INSTRUMENTS TEST OF WRITING FOR POST – TEST**

Name :

Class :

Subject : English

Sub Matter : Writing

Class/Semester : VIII ( Delapan)/ 1

Time Allocation : 60 Minutes

**Instructions:**

1. Write your name and your class clearly on the paper.
2. Use your time effectively
3. Work individually

**Directions:**

1. Choose one of the topics below that you are interested in
  - a. Via Vallen
  - b. Ruben Onsu
  - c. Ivan Gunawan
2. Write your descriptive text based on the generic structure (identification and description) of minimally ten sentences
3. Your test will be mastered by 5 aspects of writing ( content, organization, vocabulary, language and mechanics)

Answer

--



## Appendix 9

### The Name of Students' in Experimental Class

#### The Name of Students in Experimental Class (VIII D)

No	Name of Students	Code
1	Alda Saputra	E1
2	Angga Wibowo	E2
3	Anggun Rizki Maulia	E3
4	Annisa Midya Trifani	E4
5	Chesya Salsabila	E5
6	Dandi Apriza	E6
7	Diki Pramudya	E7
8	Doni Oktariadi	E8
9	Dwi Angel Riyanti	E9
10	Dzaki Naufal Nazhif	E10
11	Ferdi Agustiawan	E11
12	Feri Aprizal	E12
13	Ferizal Nugroho	E13
14	Hajas Ramdani	E14
15	Jani Parwati	E15
16	Jerry Saputra	E16
17	Joni Kurniawan	E17
18	Marsya Linda	E18
19	Muhammad Ansor	E19
20	Muslimah Najua	E20
21	Naufal Salim	E21
22	Nur Sintia	E2
23	Rahmat Fagri	E23
24	Ratna	E24
25	Resa Ayu Safitri	E25
26	Satrio	E26
27	Puja Novela	E27
28	Yulia Amanda	E28

## Appendix 10

### The Name of Student in Control Class

#### The Name of Student in Control Class (VIII C)

No	Name of Students	Code
1	Andi Kurniawan	C1
2	Anisa	C2
3	Agnes Riska Nadia	C3
4	Agung Jumentoro	C4
5	Angga Saputra	C5
6	Asiah	C6
7	Aulia Rahman	C7
8	Dewi Kartika	C8
9	Dino Setiawan	C9
10	Dwi Lestari	C10
11	Fernando Wira yhuda	C11
12	Fika Lestari	C12
13	Jesa Mihel	C13
14	Juhana Eka Yunita Sari	C14
15	Lukman Syah	C15
16	Lusi Mardiana	C16
17	Komi Janike	C17
18	Marlena Susanti	C18
19	Milan Baros	C19
20	Muhammad Edward	C20
21	Muhammad Imam Saputra	C21
22	Pikriyansah	C22
23	Robi Sodri Jaya amara	C23
24	Ronaldo	C24
25	Salsa Tia Amanda	C25
26	Tia Herdayani	C26
27	Wina Rahawati	C27
28	Wilyan Ade Pratama	C28

## Appendix 11

### Pre-Test Score of Students in Experimental Class

#### Students' Pre-Test Result of Experimental Class (VIII D)

No	Students' Code	Score
1	E-1	60
2	E-2	60
3	E-3	68
4	E-4	63
5	E-5	66
6	E-6	62
7	E-7	60
8	E-8	65
9	E-9	64
10	E-10	66
11	E-11	65
12	E-12	65
13	E-13	67
14	E-14	68
15	E-15	60
16	E-16	64
17	E-17	64
18	E-18	65
19	E-19	67
20	E-20	68
21	E-21	66
22	E-22	60
23	E-23	66
24	E-24	68
25	E-25	65
26	E-26	66
27	E-27	68
28	E-28	65

## Appendix 12

### Pre-Test Score of Students in Control Class

#### Students' Pre-Test Result of Control Class (VIII C)

No	Students' Code	Score
1	C-1	60
2	C-2	65
3	C-3	58
4	C-4	66
5	C-5	68
6	C-6	60
7	C-7	60
8	C-8	64
9	C-9	64
10	C-10	68
11	C-11	66
12	C-12	60
13	C-13	67
14	C-14	65
15	C-15	68
16	C-16	65
17	C-17	60
18	C-18	65
19	C-19	68
20	C-20	66
21	C-21	58
22	C-22	58
23	C-23	65
24	C-24	60
25	C-25	60
26	C-26	60
27	C-27	58
28	C-28	60

### Appendix 13

#### Post-Test Score of Students in Experimental Class

#### Students' Post-Test Result of Experimental Class (VIII A)

No	Students' Code	Score
1	E-1	73
2	E-2	75
3	E-3	80
4	E-4	75
5	E-5	73
6	E-6	73
7	E-7	73
8	E-8	75
9	E-9	75
10	E-10	80
11	E-11	75
12	E-12	75
13	E-13	77
14	E-14	78
15	E-15	73
16	E-16	73
17	E-17	75
18	E-18	75
19	E-19	80
20	E-20	78
21	E-21	75
22	E-22	73
23	E-23	74
24	E-24	77
25	E-25	73
26	E-26	80
27	E-27	80
28	E-28	78



## Appendix 14

### Post-Test Score of Students in Control Class

#### Students' Post-Test Result of Control Class (VIII C)

No	Students' Code	Score
1	C-1	70
2	C-2	73
3	C-3	73
4	C-4	73
5	C-5	75
6	C-6	75
7	C-7	70
8	C-8	73
9	C-9	75
10	C-10	78
11	C-11	78
12	C-12	73
13	C-13	75
14	C-14	75
15	C-15	76
16	C-16	78
17	C-17	78
18	C-18	75
19	C-19	73
20	C-20	73
21	C-21	70
22	C-22	70
23	C-23	76
24	C-24	73
25	C-25	73
26	C-26	75
27	C-27	70
28	C-27	73

## Appendix 15

### READABILITY OF THE WRITING TEST

**Name:**

**Class:**

Based on the instrument of descriptive paragraph writing test, please answer the following questions.

No	Questions	Yes	No	Scale (1-10)	Comments
1	Do you think the time allocation is too short?				
2	Do you think the direction and instruction are too long?				
3	Do you think that the topics are interest?				
4	Do you think determines the generic structure is difficult?				
5	Do you think that the aspects used as the direction and the instruction can be understand?				

\*1 describes an item that is good to read and 10 describes an item that is bad to read.

## Appendix 16

### Result of Readability

No	Students' Code	Scale					Total	Average
		1	2	3	4	5		
1	T-1	2	2	1	8	2	15	3
2	T-2	2	1	1	7	2	13	2.6
3	T-3	2	2	1	3	2	10	2
4	T-4	1	2	1	7	2	13	2.6
5	T-5	2	2	1	2	1	8	1.6
6	T-6	2	2	1	5	2	9	1.8
7	T-7	2	2	1	2	2	9	1.8
8	T-8	2	1	1	3	2	9	1.8
9	T-9	2	1	2	3	2	10	2
10	T-10	2	2	1	3	2	10	2
11	T-11	1	2	1	2	2	8	1.6
12	T-12	2	2	2	2	2	10	2
13	T-13	1	2	1	3	2	9	1.8
14	T-14	1	2	1	3	3	10	2
15	T-15	2	1	2	2	1	8	1.6
16	T-16	2	1	1	2	2	9	1.8
17	T-17	2	2	1	2	3	10	2
18	T-18	1	2	2	4	2	12	2.4
19	T-19	1	1	2	3	2	9	1.8
20	T-20	2	2	2	2	2	10	2
21	T-21	2	1	1	4	1	9	1.8
22	T-22	2	2	1	4	2	11	2.2
23	T-23	2	2	1	5	2	12	2.4
24	T-24	2	1	1	3	3	10	2
25	T-25	2	1	1	3	2	9	1.8
26	T-26	2	1	2	3	2	10	2
27	T-27	1	2	1	2	2	8	1.6
28	T-27	2	2	1	7	2	14	2.8
<b>Total Mean</b>								56.8
<b>Mean</b>								56.8/28=2.02

Based on the finding of Kouame's research, if the mean of all items of instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.

## Appendix 17

### Expert Validation Form for Writing Test

Direction:

For each question, please give your response by ticking (√) a box representing your choice.

No	Questions	Yes	No	Comments
1.	Is the time allocation quite effective?			
2.	Are the direction and the instructions of test instrument clear enough?			
3.	Do the indicators in the test instrument have covered all aspects measured?			
4.	Does the assessment rubric has covered all aspects and indicators measured?			
5.	Is the assessment rubric quite understandable?			

General comments:

Please give any comment or suggestion you may have concerning this test development.

.....  
 .....  
 .....  
 .....

Validator,

YUNI LAILA SARI, S.Pd  
 NIP. 198206292014102002

## Appendix 18

### Reliability of The Pre-test Based On Two Raters

Criteria	Score		Rank		D=(R1-R2)D2	D2
	R1	R2	R1	R2		
Content	881	882	1	2	-1	1
Organization	871	983	2	1	1	1
Vocabulary	610	612	4	4	0	0
Language	640	643	3	3	0	0
Mechanic	510	511	5	5	0	0
<b>Total</b>						2

$$= 1 - \frac{(\sum D^2)}{n}$$

$$= 1 - \frac{(\sum D^2)}{n}$$

$$= 1 - \frac{(\sum D^2)}{n}$$

$$= 1 - \frac{(\sum D^2)}{n}$$

$$= 1 - \frac{(\sum D^2)}{n}$$

$$= 1 - 0,06835 = 0,93$$

Based on the data above, it can be concluded that reliability score of pre-test in experimental and control class is 0.93. So, the data is reliable

### Reliability of The Post-test Based On Two Raters

Criteria	Score		Rank		D=(R1-R2)D2	D2
	R1	R2	R1	R2		
Content	1037	927	1	2	-1	1
Organization	992	990	2	1	1	1
Vocabulary	889	891	3	3	0	0
Language	795	800	4	4	0	0
Mechanic	539	538	5	5	0	0
<b>Total</b>						2

$$= 1 - \frac{(\sum D^2)}{n}$$

$$= 1 - \frac{(\sum D^2)}{n}$$

$$= 1 - \frac{(\sum D^2)}{n}$$

$$= 1 - \frac{(\sum D^2)}{n}$$

$$= 1 - \frac{(\sum D^2)}{n}$$

$$= 1 - 0,06835 = 0,93$$

Based on the data above, it can be concluded that reliability score of post-test in experimental and control class is 0.93. So, the data is reliable.

## Appendix 19

### Result of Normality Test

Tests of Normality							
	class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
gain_score	experimental class	.167	28	.043	.948	28	.173
	control class	.178	28	.024	.949	28	.184

a. Lilliefors Significance Correction





## Appendix 20

### Result of Homogeneity Test

#### Test of Homogeneity of Variances

gain\_score

Levene Statistic	df1	df2	Sig.
.087	1	54	.769



## Appendix 21

### Result of Hypothetical Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
gain_score	Equal variances assumed	.087	.769	-1.494	54	.141	-.82143	.54981	-1.92374	.28088
	Equal variances not assumed			-1.494	52.420	.141	-.82143	.54981	-1.92450	.28164

## Appendix 22

### Result of Pre Test in Experimental Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E-1	16	16	16	16	8	8	10	10	10	10	60	60	60
2	E-2	16	16	16	16	10	10	8	8	10	10	60	60	60
3	E-3	17	17	17	17	10	10	13	15	10	10	67	69	68
4	E-4	16	17	16	17	10	10	10	10	10	10	62	64	63
5	E-5	17	17	17	17	12	12	10	10	10	10	66	66	66
6	E-6	16	17	16	17	10	10	10	10	10	10	62	62	62
7	E-7	16	16	16	16	8	8	10	10	10	10	60	60	60
8	E-8	17	17	17	17	12	12	8	10	10	10	64	66	65
9	E-9	16	16	17	17	12	12	9	9	10	10	64	64	64
10	E-10	17	17	17	17	10	10	12	12	10	10	66	66	66
11	E-11	17	17	17	17	12	12	8	10	10	10	64	66	65
12	E-12	17	17	17	17	12	12	10	10	8	10	64	66	65
13	E-13	17	17	17	18	12	13	10	10	10	10	66	68	67
14	E-14	17	17	17	17	10	10	15	13	10	10	69	67	68
15	E-15	16	16	16	16	8	8	10	10	10	10	60	60	60
16	E-16	16	16	17	17	9	9	12	12	10	10	64	64	64
17	E-17	17	17	16	16	12	12	10	10	9	9	64	64	64
18	E-18	17	16	17	17	10	12	12	10	10	9	66	64	65
19	E-19	17	17	17	18	10	13	12	10	10	10	66	68	67
20	E-20	17	17	17	17	10	10	15	13	10	10	69	67	68
21	E-21	17	17	17	17	12	12	10	10	10	10	66	66	66
22	E-22	16	16	16	16	10	10	10	10	8	8	60	60	60
23	E-23	17	17	17	17	10	10	13	15	10	10	67	69	68
24	E-24	16	16	17	17	12	10	9	12	10	10	64	66	65
25	E-25	17	17	17	17	12	12	10	10	10	10	66	66	66
26	E-26	17	17	17	17	15	13	10	10	10	10	69	67	68
27	E-27	16	16	17	17	12	12	10	10	10	10	64	64	65

## Appendix 23

### Result of Post Test in Experimental Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E-1	20	20	18	18	15	15	10	10	10	10	73	73	73
2	E-2	20	20	17	17	15	15	12	14	10	10	74	76	75
3	E-3	20	20	18	18	17	17	15	15	10	10	80	80	80
4	E-4	20	20	17	17	15	15	12	14	10	10	74	76	75
5	E-5	20	20	17	17	15	15	12	14	10	10	74	76	75
6	E-6	20	20	18	18	15	15	10	10	10	10	73	73	73
7	E-7	20	20	18	18	15	15	10	10	10	10	73	73	73
8	E-8	20	20	18	18	15	15	10	10	10	10	73	73	73
9	E-9	20	20	17	17	15	15	14	12	10	10	76	74	75
10	E-10	20	20	17	17	15	15	14	12	10	10	76	74	75
11	E-11	20	20	18	18	17	17	15	15	10	10	80	80	80
12	E-12	20	20	17	17	15	15	14	12	10	10	76	74	75
13	E-13	20	20	17	17	15	15	12	14	10	10	74	76	75
14	E-14	20	20	17	17	15	15	15	15	10	10	77	77	77
15	E-15	18	20	20	18	15	17	14	15	10	9	77	79	78
16	E-16	20	20	18	18	15	15	10	10	10	10	73	73	73
17	E-17	18	18	20	20	15	15	10	10	10	10	73	73	73
18	E-18	20	20	17	17	15	15	12	14	10	10	74	76	75
19	E-19	18	18	20	20	17	17	10	10	10	10	75	75	75
20	E-20	18	18	20	20	17	17	15	15	10	10	80	80	80
21	E-21	20	20	18	18	17	17	15	15	8	8	78	78	78
22	E-22	17	17	20	20	15	15	13	13	10	10	75	75	75
23	E-23	17	17	20	20	15	15	11	11	10	10	73	73	73
24	E-24	18	18	20	20	16	16	10	10	10	10	74	74	74
25	E-25	20	20	18	18	15	15	14	14	10	10	77	77	77
26	E-26	20	20	17	17	16	16	10	10	10	10	73	73	73
27	E-27	17	17	20	20	18	18	15	15	10	10	80	80	80
28	E-28	18	18	20	20	18	18	14	14	10	10	80	80	80

## Appendix 24

## Result of Pre Test in Control Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	C-1	15	15	14	14	7	7	14	14	10	10	60	60	60
2	C-2	16	16	15	15	15	15	10	10	9	9	65	65	65
3	C-3	16	16	15	15	11	11	8	8	8	8	58	58	58
4	C-4	16	16	16	16	15	15	10	10	9	9	66	66	66
5	C-5	18	18	17	17	15	15	8	8	10	10	68	68	68
6	C-6	15	15	14	14	7	7	14	14	10	10	60	60	60
7	C-7	15	15	14	14	7	7	14	14	10	10	60	60	60
8	C-8	15	15	14	14	7	7	14	14	10	10	60	60	60
9	C-9	15	15	15	15	10	10	14	14	10	10	64	64	64
10	C-10	15	15	15	15	10	10	14	14	10	10	64	64	64
11	C-11	18	18	17	17	15	15	8	8	10	10	58	68	68
12	C-12	16	16	16	16	15	15	10	10	9	9	66	66	66
13	C-13	15	15	14	14	7	7	14	14	10	10	60	60	60
14	C-14	15	15	15	15	15	15	15	15	7	7	67	67	67
15	C-15	15	15	15	15	15	15	15	15	5	5	65	65	65
16	C-16	15	15	15	15	8	8	15	15	10	10	68	58	68
17	C-17	15	15	15	15	10	10	15	15	10	10	65	65	65
18	C-18	15	15	14	14	7	7	14	14	10	10	60	60	60
19	C-19	18	18	17	17	10	10	15	15	5	5	65	65	65
20	C-20	15	15	15	15	15	15	15	15	8	8	68	68	68
21	C-21	15	15	15	15	15	15	15	15	6	6	66	66	66
22	C-22	15	15	15	15	15	15	10	10	8	8	57	58	58
23	C-23	15	15	15	15	15	15	10	10	8	8	58	58	58
24	C-24	15	15	15	15	15	15	15	15	5	5	65	65	65
25	C-25	15	15	14	14	7	7	14	14	10	10	60	60	60
26	C-26	15	15	15	15	10	10	10	10	10	10	60	60	60
27	C-27	15	15	15	15	15	15	10	10	8	8	58	58	58
28	C-28	15	15	14	14	7	7	14	14	10	10	60	60	60

## Appendix 25

### Result of Post Test in Control Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	C-1	15	15	15	15	15	15	15	15	10	10	70	70	70
2	C-2	15	15	15	15	18	18	15	15	10	10	73	73	73
3	C-3	18	18	15	15	15	15	15	15	10	10	73	73	73
4	C-4	18	18	15	15	15	15	15	15	10	10	73	73	73
5	C-5	18	18	17	17	15	15	15	15	10	10	75	75	75
6	C-6	17	17	18	18	15	15	15	15	10	10	75	75	75
7	C-7	15	15	15	15	15	15	15	15	10	10	70	70	70
8	C-8	18	18	15	15	15	15	15	15	10	10	73	73	73
9	C-9	17	17	18	18	15	15	15	15	10	10	75	75	75
10	C-10	18	18	17	17	18	18	17	17	8	8	78	78	78
11	C-11	18	18	17	17	18	18	17	17	8	8	78	78	78
12	C-12	18	18	15	15	15	15	15	15	10	10	73	73	73
13	C-13	17	17	18	18	15	15	15	15	10	10	75	75	75
14	C-14	18	18	15	15	15	15	17	17	10	10	75	75	75
15	C-15	17	17	18	18	18	18	17	17	6	6	76	76	76
16	C-16	18	18	17	17	18	18	15	15	10	10	78	78	78
17	C-17	17	17	18	18	18	18	15	15	10	10	78	78	78
18	C-18	15	15	15	15	15	15	15	15	5	5	75	75	75
19	C-19	18	18	17	17	15	15	15	15	8	8	73	73	73
20	C-20	18	18	17	17	15	15	15	15	8	8	73	73	73
21	C-21	17	17	18	18	10	10	15	15	10	10	70	70	70
22	C-22	18	18	17	17	10	10	15	15	10	10	70	70	70
23	C-23	18	18	17	17	18	18	17	17	6	6	76	76	76
24	C-24	17	17	18	18	15	15	15	15	8	8	73	73	73
25	C-25	18	18	17	17	15	15	15	15	8	8	73	73	73
26	C-26	15	15	15	15	18	18	17	17	10	10	75	75	75
27	C-27	15	15	15	15	15	15	15	15	10	10	70	70	70
28	C-28	17	17	18	18	15	15	15	15	8	8	73	73	73

### Photos Of Taking the Data







**Students' Activity In Experimental Class**







**Students' Activity in Control Class**



**With an English Teacher**



**With the Experimental class**



**With the Control Class**